



Erasmus+



INTELLECTUAL OUTPUT 6

TRAINING MODULE FOR LEARNING TEACHING TRAINING ACTIVITIES

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INTELLECTUAL OUTPUT 6

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- Fundacja Europejski Instytut Outsourcingu
- IASIS NGO
- Rizika Internetu A Komunikacnich Technologu

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ABOUT PROJECT

In Europe, at least 20% of adults have deficiencies in the field the ability to write, read, understand written text, perform simple calculations, and even more in the field of digital skills using new technology in everyday life. Lack of interest in lifelong learning shows a primal need to target the educational activities to adults and make them aware of the existence of a learning offer or to enable them to cooperate in creating learning services tailored to their individual needs. Moreover, 6.5% of adults (25-64 years) in Europe - which is approximately 20 million people – have left school before finishing the lower secondary school.

According to demographic forecasts, in 2030 almost 25 percent of Europe's population will exceed 65 years. In Poland, this percentage will be only slightly lower - it will reach 22 percent. And now Poland is the last but one in the ranking of EU-friendly seniors according to the Active Aging Index (AAI). Greece is even behind us. The active aging index is developed within the framework of the European Union and results from the results in four areas - the level of employment, participation of older people in the life of society, independent living in health and safety as well as opportunities and conditions conducive to active aging.

Basing on the specified needs, the project entitled “Yes We Can!” will be an attempt to enable senior citizens with low ICT literacy to use the existing and new IT tools which will support this target group in their life-long learning process.

Target groups of which the project will focus on will be:

- Senior Adults with low ICT literacy
- Adult workers designing and delivering educational programs for senior adults on life-skills in particular ICT literacy
- Adult education providers such as NGO’s public bodies, training institutions

The cross-sectoral consortium with partners from Poland, Greece, Turkey, Czechia will implement the frame composed of 18 steps during the 34 months project life-time.

The main project results, planned across the implementation period will be:

- State-of-the-art report on senior ICT education
- Publication: Adaptation of Freire methodology for the ICT needs of modern senior students
- Guide for senior EDUCATORS with the adaptation of Freire Methodology in the ICT learning
- Online Portal dedicated to educators
- Mobile Device Application for Educatees
- The Training Module for the LTT activities, based on the Freire and Experiential Learning Methodologies, with the usage of the IT tools developed in the project

WHAT'S THIS MODULE FOR?

Freire says that those who commit themselves to the people must question themselves constantly and expresses that we must die as an educator to be born again as an educator-learner. The main question here pertains to how the educator positions the learners and himself/herself in the educational process. While the banking education model sees the learners as passive objects, he argues that a dialoguer educator must establish a subject-subject relationship with the learners. This means that the educator does not only open space for his/her participants, learners, but sees the learning process as an area to be built together.

Any educator to start the Experiential Pedagogy of the Oppressed journey can begin by asking himself/herself whether he/she is a banking model of educator or a dialoguer who establishes a subject-subject relationship.

When discussing the banking education model that sees the educator as a subject and a learner as an object that is just responsible for receiving the given information, only formal education and schools should not come to mind. Regardless of the training method, a non-formal trainer employs, even if the theme is from social development topics, if the trainer views his/her participants as objects to be transformed and designs a training program from top to bottom, then this is something he/she should question himself/herself about. Making trainings interactive by using experiential learning games does not mean that we are not banking model of educators. Moreover, making this distinction is much more difficult for non-formal educators. Because a non-formal educator who uses methods and approaches contrary to the banking education which is labeled on formal education, may not think of the possibility that he/she may also become a banking model of educator by making sentences beginning with “already ...” In the words of Freire, “If we objectify the learners in the training activities, we unknowingly become the oppressor for them even if our goal is to liberate.”

In light of this perspective, this training module will play an initial role as a reference document for the beneficiaries to conduct the Freirean Methodology on how to design an ICT program for senior adults from bottom to top with a special focus on the long-term development of Adult Educator himself/herself with Training Programs.

The main scientific approach of this training module is based on the Freire Pedagogy of the Oppressed, which will be transformed into the modern reality and used as a methodology of ICT learning together with an experiential learning approach, also seen in IO2 - Methodological Guideline for Adaptation of Freirean Methodology and IO3 - Guide for Adult Educators. In this way, we hope to bring an innovation and dialogue approach to the trainings of seniors in the field of ICT. In this training module, there will be seen a theoretical background, general frame of the methodology and toolbox to conduct a comprehensive approach to design the Learning Teaching Training Activities in their further studies.

To all of the Adult Education providers and Adult Educators who will read this, we hope you find it useful in your works to design Learning Teaching Training activities to discover the unknown self and hidden areas.

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CHAPTER 1



THEORETICAL BACKGROUND

EXPERIENTIAL PEDAGOGY OF THE
OPPRESSED

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EXPERIENTIAL PEDAGOGY OF THE OPPRESSED

1. PAULO FREIRE'S EDUCATIONAL PERSPECTIVE

Paulo Freire, one of the building blocks of critical pedagogy, defines education as a tool that enables the emancipation of the individual. Freire revealed the connection of many difficulties that people face with education, and gained a different place among educational philosophers with his unique ideas.

Freire says education cannot be impartial. Accordingly, education is considered in two dimensions, either as a tool used to facilitate the integration of the human with the existing dominant system or as a tool (practice of freedom) in which people look critically at the reality they are in and at the same time discover how they will be involved in the transformation of this order. Freire takes place in the second dimension.

According to Freire, the main purpose of education is "consciousness" (conscientização), which can be defined as providing learners with a critical perspective on society and being aware of their potential to transform society. Therefore, Freire considers education as an auxiliary factor in the awareness process.

Freire tried to create a critical consciousness in people through education and to establish a liberated world where human values work. If these thoughts come true, the distinction between oppressor and oppressed will be eliminated (Yılmaz, 2016). Freire states that the great human and historical duty of the oppressed who have reached this level of consciousness is to liberate both themselves and their oppressors (Yılmaz, 2016). Liberation can only happen when the oppressed reach the consciousness that they do not oppress like the oppressors.

Freire argues that the unity of thought and action must be simultaneously. He explains this human-specific situation with the concept of 'praxis'. Praxis refers to the conscious action in which theory and practice affect each other dialectically, enabling the world to be transformed (Freire, 2015). The education of Freire should support people to understand the world critically and take action to change it. (Ayhan, 2013).

The concept of "dialogue", which is defined as a process where the educated and educator investigate information together, has a very important place within Freire's educational theory. In a dialogue-based educational approach, the teacher's domination of being the sole

authority over the student disappears and education turns into a process where knowledge is shared. On the other hand, teacher and student can be both learner and teacher. The teacher and the student participate in the dialogue environment under the same conditions, they take place as discoverers with a critical point of view without establishing power over each other. Students' perceptive capacity improves and they define the world as a dynamic reality that evolves and transforms over time.

Freire defines traditional education, which imposes the knowledge that the dominant society wants to provide, as a "banking education model" and stands against it. In this model, where learners are defined as objects and teachers as subjects, there is a one-sided imposition rather than a dialogue-based structure. Thus, the traditional education model has an oppressive, authoritarian nature and serves the continuation of the status quo. Freire advocates the "problem-defining education" model, which is based on dialogue, instead of the "banking education model" he stands against. With this model, people become aware of their potential and get the opportunity to define the problems in their relations with the world.

In the literacy method that Freire divided into 5 stages, there are issues that take an important place in the language and lives of the participants as a focal point. Therefore, he argues, the literacy process is as much about reading the world as reading words. According to Freire, literacy is a cognitive tool that separates literate and illiterate people from each other.

Finally, the most important element that covers the essence of Freire's educational philosophy is the dialectical structure between objectivity and subjectivity. According to him, an objectivity that ignores and excludes subjectivity is unacceptable. These two concepts are two important elements that complement each other, the world and human beings can only exist in interaction with each other. Freire finds it important to implement an emancipatory education, despite the danger of being caught in objectivism in the name of objectivity or, conversely, in subjectivism in the name of subjectivity.

1.1.CONCEPTUAL DIMENSION

- ***Banking Model of Education***

In this form of education, the teacher deposit in the minds of the learners who are considered to be empty or ignorant, bits of information or knowledge, much like we deposit money in an account. This is why Freire called this model of education 'banking education'. Freire criticized this model of education because he believed it made students into passive

objects to be acted upon by the teacher. He argued that the goal of ‘banking education’ is to demobilize the people within the existing establishment of power by conditioning them to accept the cultural, social, political status quo of the dominant culture. In the banking education model knowledge/education is seen as a gift given to the student by the teacher who considers the learner as marginal, ignorant and resource-less. Freire saw this as false generosity from the dominant group (oppressors) and a way of dominating and controlling the people (the oppressed) to improve or maintain their own interests. Freire argued that conventional learning was the tool of the elite because it treated students as objects upon which knowledge is “deposited.” (Rugut & Osman, 2013).

- *Problem Posing Education*

To challenge the banking education model, Freire proposed a problem-posing model of education. In this model, the teacher and learner discuss and analyses their experiences, feelings and knowledge of the world together. Instead of the belief that learners’ and teacher’s situation in the world is fixed, as the banking model suggests, the problem-posing model explores problems or realities people find themselves in as something which can be transformed.

It is not the job of the teacher to provide answers to the problems, but to help the learners achieve a form of critical thinking about the situation, Freire called this conscientization. This makes it possible to understand that the world or society is not fixed and is potentially open to transformation. It becomes possible to imagine a new and different reality. In order to undertake this process successfully, the people (oppressed) must challenge their own perception of the dominant group (oppressor).

Freire argued that the oppressed think of themselves as ‘less than’ or something lacking. He suggested that they have been conditioned to view the practices and behaviours of the dominant groups as complete, whole and correct. To become whole complete and correct means to simulate the practices of the dominant culture. To counter this perception means engaging the learner in a process of dis-identification with dominant culture/oppressor and to help the learner to imagine a new being and a new life according to their own rationality. Learning can best be achieved through critical thinking and analysis of one’s experiences and feelings (Rugut & Osman, 2013).

- *Dialogue*

Freire advocated for dialogue, constant communication unlocks doors for prosperity and victory in any situation. When teachers and learners dialogue, there are always breakthroughs. Dialogic action challenges mediating social realities by posing them as problems that can be analyzed critically by those who have direct experience of them. Freire argues that dialogue is not just about deepening understanding but is part of making a difference in the world. Dialogue becomes a form of collective praxis directly concerned with unveiling inequitable conditions obscured by the ruling classes. The process is important and can be seen as enhancing community and building social capital that leads to justice and human flourishing.

To enter into dialogue presupposes equality amongst participants. Each must trust the others; there must be mutual respect and love (care and commitment). Each one must question what he or she knows and realizes that through dialogue existing thoughts will change and new knowledge will be created. Freire's emphasis on dialogue has struck a very strong chord with those concerned with popular and informal education. Informal education is dialogical or conversational and involves respect and people working with one another (co-operative activity).

Dialogue is an encounter, mediated by the world itself, between men and women to name the world (make sense of the world). Dialogue is the means by which we achieve significance as human beings. Those in the dialogue must each want to name the world. Everyone must be able to speak the word to name the world. "The domination implicit in dialogue is that of the world by the dialoguers; it is conquest of the world for the liberation of humankind" (Rugut & Osman, 2013).

- *Conscientization*

Freire has described this as the process of developing a critical awareness of one's social reality through reflection and action. Action is fundamental because it is the process of changing the reality. Paulo Freire says that we all acquire social myths which have a dominant tendency, and so learning is a critical process which depends upon uncovering real problems and actual needs. The idea that "experiences are lived and not transplanted" is a central tenet of Freire's philosophy. Conscientization is the key process by which students develop a critical awareness of the world based on the concrete experience of their everyday lives. The development of critical awareness through conscientization alters power relations between students and

teachers, the colonized and the colonizer, thereby transforming objects of knowledge into historical subjects (Rugut & Osman, 2013).

- *Praxis – Action/Reflection*

Paulo Freire, whose perspective is derived from both Marxist and Existentialist thought, maintained that for the oppressed to become authentic selves they must fight not only for freedom from hunger, but for freedom to create and construct, wonder, and venture. True knowledge, Freire contended, emerges only through restless, impatient, continuing, hopeful, critical inquiry with other people about their relations to the world.

A core component of Freirean theory is that learning begins with action is then shaped by reflection, which gives rise to further action. Learning is thus a continuous process, directed at enhancing the learner’s capacity to act in the world and change it. For Freire, whether it is called literacy or learning, this is the principal political task of any society committed to people-power. Freire put forward the notion that authoritarian forms of education such as banking education prevented learners from ‘knowing’ the world and seeing it as something which can be changed. He believed that authoritarian forms of education inhibited the liberation and freedom of the oppressed. Freire argued that change could come through a process of dialogue and reflection leading on to change through action or intervention and or political change. Freire called this process praxis (Rugut & Osman, 2013).

- *Eastern Experience*

According to Paulo Freire those who authentically commit themselves to the people must re-examine themselves constantly. To him this conversion is so radical and does not allow for ambivalent behavior. Conversion to the people requires a profound rebirth. Those who undergo it must take on a new form of existence; they can no longer remain as they were. A number of informal educators have connected with Paulo Freire’s use of metaphors drawn from Christian sources. An example of this is the way in which the divide between teachers and learners can be transcended. The educator for liberation has to die as the unilateral educator of educatees in order to be born again as the educator-educatee of the educatees-educators. An educator is a person who has to live in the deep significance of Easter (Rugut & Osman, 2013).

- *Generative Themes & Codification*

Freire’s literacy pedagogy, or “method” as it has come to be called, was based in learners’ linguistic and social realities. He recommended that literacy teachers conduct

ethnographic research in the learners' community, document their linguistic universe, draw “generative themes” and key words from that local culture, and engage in a dialogical process with students to elaborate a social analysis, while simultaneously studying words at the syllable level, phonetically. In this way, students learn to “read the word and the world” (Bartlett 2005).

Participants explore generative themes which are of interest to them. A generative theme is a cultural or political topic of great concern or importance to participants, from which discussion can be generated. These generative themes are then represented in the form of ‘codifications’ (either represented by a word or short phrase or a visual representation - a picture or photograph). Participants are able to step back from these visual representations of their ideas or history and decode or explore them critically by regarding them objectively rather than simply experiencing them (Rugut & Osman 2013).

1.2.FREIRE’S LITERACY METHOD

The Paulo Freire Method of literacy training is most clearly presented in *Education for Critical Consciousness* (Elias, 1975).

The first stage is the study of the context. An investigating team examines the lives of people in a given area. Their common vocabulary and the problems confronting them are recorded and lengthy interviews are held to discover their longings, frustrations, and hopes. Efforts are made to involve them as much as possible, even at this first stage, for Freire insists that the words used in literacy training should come, not from the educator, but from the people.

The second stage of the method is the selection of the generative words. Words are “generative” for Freire if they have the capacity of leading learners to new ones. Three criteria are used in choosing these words:

1. They should contain the basic sounds of the Portuguese and Spanish languages;
2. When organized, they should enable the learner to move from simple letters and sounds to more complex ones;
3. They should be useful for confronting the social, cultural, and political reality in which the people live.

Freire’s coordinators developed different lists of words for each area in which they worked.

The third stage of the method is the actual literacy training. In Brazil, literacy training was preceded by at least three motivation sessions in which the students analysed the concept of culture in order to see themselves as genuine creators of it, In Chile, these sessions were incorporated into the actual training sessions. The training sessions themselves consisted of discussions around the generative words and the pictures which illustrated them. Each word was broken down into its syllables, e.g. favela (slum) was broken down into fa-ve-la. The family of syllables was shown: Fa, Fe, Fi, Fo, Fu. This was done with all the syllables, the learners were then 100 to create other words using these syllables and their families. When the second generative word was shown, the learners began to make combinations of its syllables and also combinations with all the syllables of the two words presented.

At the same time that the students were de-codifying the word favela, they were also de-codifying the reality of the slum in which they were involved. For Freire, literacy training is no mere mechanical process for teaching a person to read and write. It is rather a process that should lead a person to critical consciousness. It should lead him to a greater awareness of the oppressive forces in his life and to the realization of his own power to denounce these forces in the name of freedom.

A fourth stage has been added to the method which Freire himself has called “post literacy” or political literacy.” This is concerned with the raising of critical consciousness among those who are already literate. Rather than generative words, generative themes now form the basis of education. Pedagogy of the Oppressed shows how this form of education may be the preparatory stage of revolutionary action. Such themes as “oppression,” “domination,” “imperialism,” “welfarism” would serve as the basis for discussion and action.

2. EXPERIENTIAL LEARNING THEORY OF KOLB

We all learn from our experiences. In fact, this learning process, which starts in infancy and later in childhood, continues in our youth and adulthood as well. We try to push our personal limits, to acquire new skills, and to be able to overcome our difficulties. Each and every try gives us an experience. We think about this experience, we analyze it, we observe our own experience and the experiences of others. These analyses and observations give us new conclusions and ideas. We apply these new ideas and naturally get a new experience from this practice too. This cycle which is the natural learning process of human beings has been integrated into the education and learning processes by the leading scientists of the 20th century (Erdogan, 2016).

2.1.An Overview of Experiential Learning

Experiential learning theory is based on the works of the leading scientists of the 20th century, such as Dewey who uses experience as base of learning, Lewin who emphasizes the importance of individual effectiveness in the learning process, and Piaget who does not see intelligence only as an innate trait and qualifies it as an end result of the interaction between people and the environment. These scientists tried to develop a holistic experiential learning process and model for adult education (Kolb 1984). David A. KOLB is who framed the theory of experiential learning in its most commonly accepted form. Kolb defines learning as a process in which “experience is transformed into knowledge”.

Kolb (1984) has built his theory on six propositions that are shared by these scholars:

1. Learning is best conceived as a process, not in terms of outcomes. Although punctuated by knowledge milestones, learning does not end at an outcome, nor is it always evidenced in performance. Rather, learning occurs through the course of connected experiences in which knowledge is modified and re-formed. To improve learning in higher education, the primary focus should be on engaging students in a process that best enhances their learning – a process that includes feedback on the effectiveness of their learning efforts. “...education must be conceived as a continuing reconstruction of experience: ... the process and goal of education are one and the same thing.”
2. All learning is re-learning. Learning is best facilitated by a process that draws out the students’ beliefs and ideas about a topic so that they can be examined, tested and integrated with new, more refined ideas. Piaget called this proposition constructivism— individuals construct their knowledge of the world based on their experience and learn from experiences that lead them to realize how new information conflicts with their prior experience and belief.
3. Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world. Conflict, differences, and disagreement are what drive the learning process. These tensions are resolved in iterations of movement back and forth between opposing modes of reflection and action and feeling and thinking.
4. Learning is a holistic process of adaptation to the world. Learning is not just the result of cognition but involves the integrated functioning of the total person— thinking, feeling, perceiving and behaving. It encompasses other specialized models of adaptation from the scientific method to problem solving, decision making and creativity.

5. Learning results from synergetic transactions between the person and the environment. In Piaget's terms, learning occurs through equilibration of the dialectic processes of assimilating new experiences into existing concepts and accommodating existing concepts to new experience. Following Lewin's famous formula that behaviour is a function of the person and the environment, ELT holds that learning is influenced by characteristics of the learner and the learning space.
6. Learning is the process of creating knowledge. In ELT, knowledge is viewed as the transaction between two forms of knowledge: social knowledge, which is co-constructed in a socio-historical context, and personal knowledge, the subjective experience of the learner. This conceptualization of knowledge stands in contrast to that of the "transmission" model of education in which pre-existing, fixed ideas are transmitted to the learner. ELT proposes a constructivist theory of learning whereby social knowledge is created and recreated in the personal knowledge of the learner.

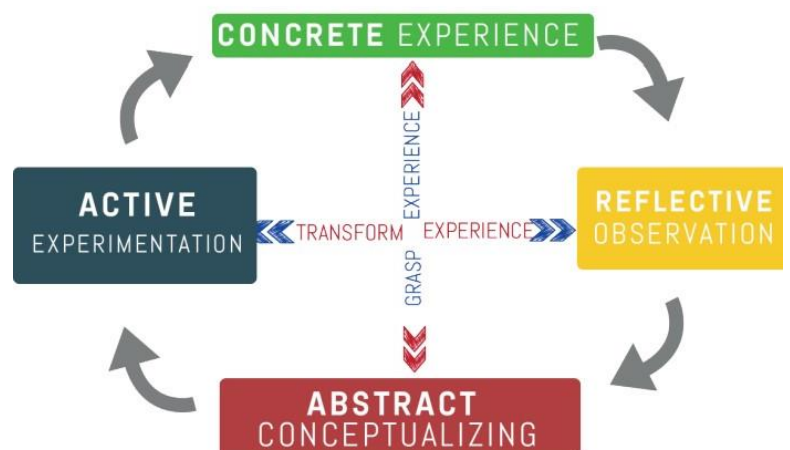
2.2. Experiential Learning Cycle

Experiential Learning Theory is a dynamic view of learning based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction. Learning is defined as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience." (Kolb, 1984, p. 41). Grasping experience refers to the process of taking in information, and transforming experience is how individuals interpret and act on that information. The Experiential Learning Theory Model portrays two dialectically related modes of grasping experience—Concrete Experience and Abstract Conceptualization—and two dialectically related modes of transforming experience—Reflective Observation and Active Experimentation.

Learning arises from the resolution of creative tension among these four learning modes. This process is portrayed as an idealized learning cycle where the learner "touches all the bases"—experiencing, reflecting, thinking, and acting—in a recursive process that is sensitive to the learning situation and what is being learned. Immediate or concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences.

2.3. Learning Styles

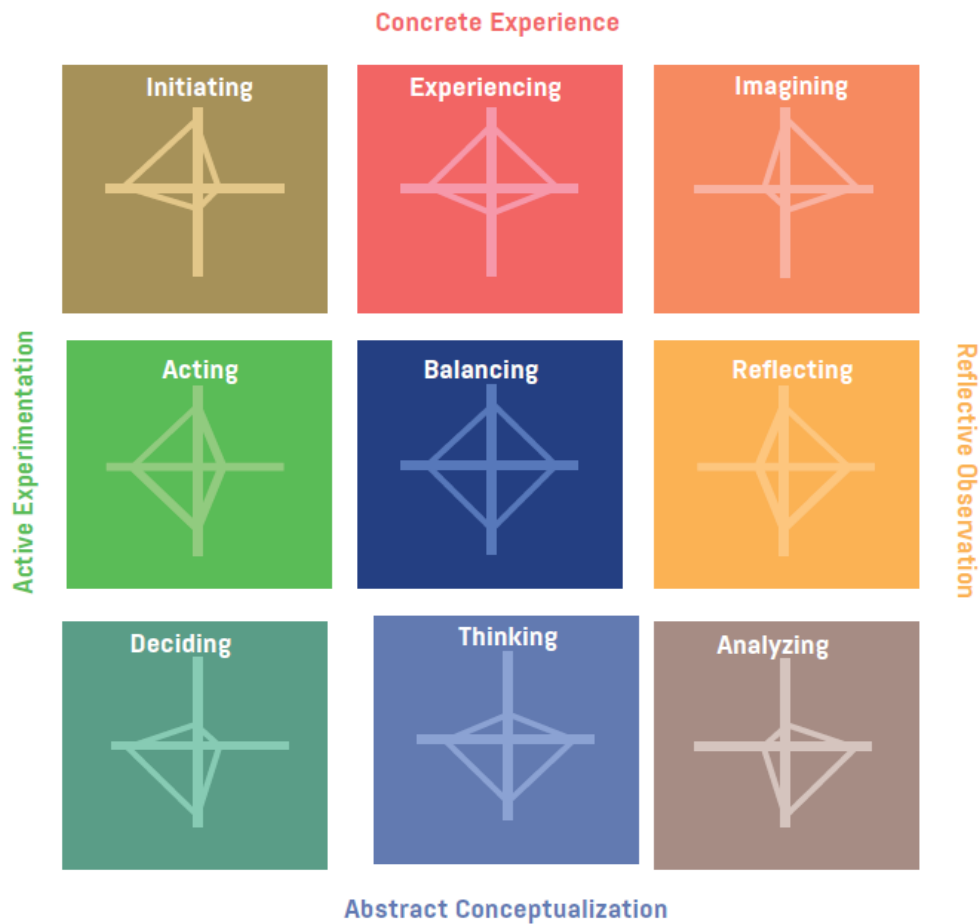
Learning style describes the unique ways individuals spiral through the learning cycle based on their preference for the four different learning modes. Because of one’s genetic makeup, particular life experiences, and the demands of the present environment, a preferred way of choosing among these four learning modes is developed.



The Nine Learning Styles of the KLSI 4.0 (Kolb & Kolb 2013)

Data from empirical and clinical studies over the years has shown that original four learning style types—Accommodating, Assimilating, Converging and Diverging— can be refined further into a nine style typology that better defines the unique patterns of individual learning styles and reduces the confusions introduced by borderline cases in the old 4 style typology. With feedback from users, Kolb first began noticing a fifth “balancing” style describing users who scored at the center of the Learning Style grid.

The new KLSI (Kolb Learning Style Inventory) 4.0 introduces these nine style types by moving from a 4 pixel to 9-pixel resolution of learning style types as described below. The learning style types can be systematically arranged on a two-dimensional learning space defined by Abstract Conceptualization-Concrete Experience and Active Experimentation-Reflective Observation. This space, including a description of the distinguishing kite shape of each style, is depicted in the figure below:



2.4. Creating A Learning Environment

Establishing an appropriate learning environment is very important for the efficiency of the training programs based on experiential learning. Participants are not only in the individual learning process, but the intensive learning process is the group learning process. In order for the group to be able to learn together, it is first required to turn the group in which different individuals come together into a “learning group”. In learning group building, it is very important to raise the group dynamics. Kolb refers to this issue as follows; “For a learner to engage fully in the learning cycle, a space must be provided to engage in the four modes of the cycle—feeling, reflection, thinking, and action. It needs to be a hospitable, welcoming space that is characterized by respect for all. It needs to be safe and supportive, but also challenging” (Kolb & Kolb 2013).

Learning is a pleasant but a challenging process as well. Participants who enter into the process of behavior, approach and skill development/transformation must come out of their “comfort zones” and go “into the learning area” where they must “challenge” with difficulties, and they will do self-evaluation and self-criticizing. It is not easy for everyone to come out of

his/her comfort zone and furthermore, does it among a group of people. In a methodological flow based on the experiential learning cycle, the participant must first experience and then reflect on their experience. During the experience that corresponds to the concrete experience stage of the cycle (learning game, practice etc.), it is necessary that the participant do not resist against experience and he/she really experiences. For this, it is essential that he/she trusts the group members whom he/she lives the experience together with. The more active the group is in the debriefing phase, the more they feed each other and the higher the level of group learning is. Trust and open communication are very important again for the participants to share especially their emotions and observations in the group.

2.5. Debriefing

John Dewey, one of the most influential thinkers in educational theory in the twentieth century, argued that education is the combination of experience and reflection. This theory has been embodied in the concepts of experiential games and simulations through techniques known as reviewing or debriefing that encourage learners to mentally process the experience. As Thaigi, an expert in training, says, “People don’t learn from experience; they learn from reflecting on their experience” (as cited in Nicholson, 2012). Debriefing is a must for experiential learning based educational methodology. An experience (learning game) remains only an activity unless it is reflected on, analyzed, and conceptualized. A well-planned and properly managed debriefing session is an integral part of the experiential learning cycle so that experience can be transformed into learning.

3. CONCEPTUAL SYNTHESIS / CONTEXT APPROACH

3.1. From the Banking Model to the Dialoguer

Freire says that those who commit themselves to the people must question themselves constantly and expresses that we must die as an educator to be born again as an educator-learner. The main questioning here pertains to how the educator positions the learners and himself/herself in the educational process. While the banking education model sees the learners as passive objects, he argues that a dialoguer educator must establish a subject-subject relationship with the learners. This means that the educator does not only open space for his/her participants, learners, but sees the learning process as an area to be built together. Any educator to start the Experiential Pedagogy of the Oppressed journey can begin by asking himself/herself

whether he/she is a banking model of educator or a dialoguer who establishes a subject-subject relationship.

3.2. Flexibility In Education

Applying the Pedagogy of the Oppressed and experiential learning methods together brings flexibility in these three areas: Time - Method - Topic and Plan

Flexibility in **Time**; being able to look at the education as a dialogue and process and to operate this process requires flexibility in time. As the experiential learning theory underlines, each individual is different and learns in different ways. Learners need time until they move into a learning environment close to their own learning style. Similarly, in the dialogue process, a person who has begun his/her journey of critical consciousness needs time to be able to overcome his/her patterns.

Flexibility in **Method**; a dialoguer educator should be flexible in method selection. The methods specified in the pre-designed programs may not always meet the needs of the participants. Educators may sometimes want to immediately apply an interactive method that they have recently learned and liked very much. It should not be forgotten that the methods are merely tools to convey us to the learning objective. Learning objectives can not be discovered without revealing the real needs of the learners. Besides, since each individual's learning style is different, it will not be right to set all the methods without considering the learning styles. Discovery of real learning needs and learning styles is only possible with a dialogue spreading to the process. The trainer should have the flexibility to apply changes in his methods every time he makes new discoveries.

Flexibility in **Topic and Plan**; perhaps the element in which a dialoguer educator should be flexible the most is the content. We can assume that the curriculum is more flexible in non-formal education, but here, the detailed identification of all aspects of the program without discovering the real needs of the participants, doesn't it mean to design a program just with the educator's vision? Do the topics, chosen from up to bottom, make the participants a subject or an object? The trainers who actuate the experiential pedagogy of the oppressed are the dialoguers who are flexible about the topic and the plan, and progress along the discovery process with the learners step-by-step.

For further reading of this chapter, you can have a look at the project website and reach IO2 - Adaptation of Freire Methodology for the ICT Needs: <https://eduseniior.org/p/project-results>

CHAPTER 2

SPECIFIC FOCUS ON TRAINING PROGRAMS

C1 - TRAINING STAGE 1: Experiential Learning & Freirean Approach

C2 - TRAINING STAGE 2: Application of the Tools and Methods in Learning/Teaching Process

CHAPTER 2 - SPECIFIC FOCUS ON TRAINING PROGRAMS

In the light of all input given in the theoretical background and frame of the methodology chapter, “Yes We Can” project has realized two Learning Teaching Training (LTT) activities which also showed a complementary role with two stages. Even though both of the LTT activities were categorized under “Short-term joint staff training events”, our approach is derived from the careful selection of the Adult Educators and ensuring their long-term participation in both stages to develop the content, implement it at the local level and evaluate the efficiency of the proposed methodology.

The first stage is named as C1 - First Training Stage: Experiential Learning & Freirean Approach.

1. C1 - TRAINING STAGE 1: EXPERIENTIAL LEARNING & FREIREAN APPROACH

1.1. LEARNING OBJECTIVES & TRAINING PROGRAM

Between 24-31st of October 2021, first learning teaching training activity is realized in Turkey by focusing on below learning objectives;

To develop the key competences of international level trainers/educators particularly regarding the works of David Kolb on experiential learning theory and the work of DeM Turkey which created a practical synthesis of Experiential Learning Theory and Paulo Freire’s Pedagogy of the Oppressed. The program aimed to improve both the theoretical and practical methodological capacity of adult educators to design the training programs on the needs of seniors in digital literacy trainings.

The program involved such components to meet on common understanding with the trainers/adult educators from 4 countries;

1. Experiential Learning Theory
2. Learning Styles 4.0
3. Kolb Educator Role Profile
4. Pedagogy of the Oppressed

5. Non-Formal Learning Methodologies
6. Learning Need Analysis
7. Program Design
8. Method Development / Adaptation
9. Debriefing
10. Evaluation & Assessment
11. Using Technology in Education
12. Working in Multicultural Teams
13. Adaptation of Freirean Methodology for ICT Needs of Seniors

In line with the learning objectives and components explained above, below training program is created and run by two expert trainers from Turkey and Greece:

Time	24 Oct. Sunday	25 Oct. Monday	26 Oct. Tuesday	27 Oct. Wednesday	28 Oct. Thursday	29 Oct. Friday	30 Oct. Saturday	31 Oct. Sunday	
09:30	ARRIVAL	Get to Know Each Other Activities	Experiential Learning	Target Group	Design & Deliver	Session Implementations	Future Planning	DEPARTURE	
11:30		Project & Program presentation	Learning Styles	DIGICOMP	Debrief	Session Implementations	Final Evaluation		
13:00		Lunch	Lunch	Lunch	Lunch	Lunch	Lunch		
15:00		My Journey as a Trainer	Adult Education	Paulo Freire	Session Designs by Groups	Session Implementations	Free Time in the City for Sightseeing		
17:00		Team Building	Reflection Groups	Reflection Groups	Reflection Groups	Feedback			
19:00		Welcoming Dinner	Dinner	Dinner	Dinner	Dinner	Dinner		Closing Dinner
20:30			Spare Time	Spare Time	Spare Time	Spare Time	Spare Time		

1.2. BRIEF EXPLANATION OF SESSIONS

DAY 1 / 24th of October 2021 Sunday

Welcome

Participants have come together and this day is held as a travel day.

DAY 2 / 25th of October 2021 Monday

Get to know each other

Icebreakers and get to know each other games have been played in order for the participants to know about each other's personal and professional life as adult educators. A letter exchange game is implemented to provide open space for participants to know each other's names.

Program Presentation

First, participants are asked to write down their expectations with post-its.. Then the detailed program and project methodology is presented with big papers on the wall. Afterwards, the participants are asked to stick their expectations on the relevant sessions.

Team building

Group learning needs team spirit, work together and produce together. Thus, participants played a team building game where they will challenge their team work skills and this session is a base for the next session where they will get more personal awareness. Mission Impossible game is implemented.

Reflection Groups

Participants are divided into sub-groups which are called reflection groups. With these stable sub-groups, they are asked to evaluate practical aspects and their learning journey until the end of the training program.

DAY 3 / 26th of October 2021 Tuesday

Experiential Learning Cycle

Kolb's Experiential Learning Theory and the cycle of learning is presented to participants. Previous day's knowledge is linked with learning styles and with experiential learning cycle in a constructive way. Also participants learned about how to design a program based on experiential learning cycle.

Learning Styles

Kolb's Learning Styles Inventory Test is implemented and participants learned about their learning styles.

Adult Education Principles

Adult education principles such as constructivism, problem posing, self-directed learning are shared with participants through presentations, games and interactive discussions.

DAY 4 / 27th of October 2021 Wednesday

Freirean Critical Pedagogy / Target Group

IO1 - Need Assessment of Seniors is shared with participants. Freirean Critical Pedagogy is presented to participants through a simulation game where they experienced oppression in education. This is a base for participants to increase their self-awareness about subject-to-subject relationship between the educators and the educatees.

DigiComp

As our project is targeting to increase the quality and innovation for ICT trainings targeting seniors, the DigiComp - The Digital Competence Framework for Citizens launched by European Commission is presented to participants to discover 5 main competences areas about Digital Literacy.

Paulo Freire Codification & Decodification Techniques

Freire is well known about his literacy programs where he was developing unique literacy/vocabulary books based on the thematic and linguistic universes of the learners. This universes can only be discovered through an open dialogue and Freirean technics so called codification and Decodification technics. This methodology is presented to participants.

DAY 5 / 28th of October 2021 Thursday

Design & Deliver (How to increase the quality in our programs)

Participants have worked in small groups and discuss how to improve their adult education programs, using these new methodologies for making their programs more experiential. The tips related to programs containing Experiential Learning and process starting from Dialogue is more detailed explained.

Debriefing

In order to understand the holistic learning process and complete the full cycle of Experiential Learning, the essentials of debriefing are explained to participants. DeM Debriefing model is used to explain the theory and practice.

Sessions Designed by Groups

In these blocks of sessions, participants are divided into sub-groups to turn the theoretical knowledge they gained through previous sessions in previous 4 Days into practice. The main concept is given as DigiComp and participants have come together regarding their interest to design the workshops in line with Experiential Learning Theory and Freirean Approach.

DAY 6 / 29th of October 2021 Friday

Sessions Implementation

A whole day of session implementations are done by the participants to test the new methods that they designed & developed on the spot. After the implementation of 4 groups, the expert trainers conducted their feedback and new learning spots are discovered by the participants.

DAY 7 / 30th of October 2021 Saturday

Future planning

Last activity day's morning has started with looking at the future. They discussed how to improve their competences more on experiential learning and critical pedagogy.

Final evaluation

They evaluated the whole program via written forms and verbally.

Cultural visit

Afternoon is set as free time including a guided tour to make some cultural sightseeing.

Closing Dinner

An interactive farewell evening is organized by the participants.

DAY 8 / 31st of October 2021 Sunday

See you soon!

Participants departed from the training venue.

2. C2 - TRAINING STAGE 2: APPLICATION OF THE TOOLS AND METHODS IN THE TEACHING/LEARNING PROCESS

2.1. LEARNING OBJECTIVES & TRAINING PROGRAM

Between the 27th of March - the 3rd of April 2022, second learning teaching training activity is realized in Poland by focusing on below learning objectives;

To evaluate the long-term learning outcomes on Trainers/Adult Educators and piloting results in 4 countries to exchange the good practices and necessary modifications according to the localization phase conducted to initiate the dialogue & learner-centric approach for seniors.

The program involved such components to meet on common understanding with the trainers/adult educators from 4 countries;

1. Experiential Learning Theory
2. Learning Styles 4.0
3. Kolb Educator Role Profile
4. Pedagogy of the Oppressed
5. Learning Need Analysis
6. Method Development / Adaptation
7. Evaluation & Assessment
8. Working in Multicultural Teams
9. Content Creation & Development
10. Adaptation of Freirean Methodology for ICT Needs of Seniors

In line with the learning objectives and components explained above, below training program is created and run by two expert trainers from Turkey and Poland:

TIME & DAY	27.03.2022 Sunday	28.03.2022 Monday	29.03.2022 Tuesday	30.03.2022 Wednesday	31.03.2022 Thursday	1.04.2022 Friday	2.04.2022 Saturday	3.04.2022 Sunday
9.30 - 11.00	ARRIVAL	Get to Know Each Other	Kolb Learning Styles	Persona Seniora	How to write Script	Sharing the Piloting Results	Sharing the Inspiring Stories from Piloting Phase	DEPARTURE
11.30 - 13.00		Team Building	Kolb Educator Role Profile	Communication with Seniors	Script Development			
13.00 - 15.00		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
15.00 - 16.30		Presentation of Project Methodology and Experiential Pedagogy of the	Experiencing Simulation	ICT Tools for Digital Literacy Trainings with Seniors	Script Development	Cultural Visit & Sightseeing	Future Planning	
17.00 - 18.30		Program Design & Being Learning Group	Debriefing Methodology	Self-Care Workshop	Presentation of the Scripts		Final Evaluation	
18.30 - 19.00		Reflection Groups	Reflection Groups	Reflection Groups	Reflection Groups		Reflection Groups	
19.00 - 20.30		DINNER	DINNER	DINNER	DINNER	DINNER	DINNER	
20.30 -		Welcoming Dinner	Free Evening	Intercultural Evening	Free Evening	Working Evening	Free Evening	

2.2. BRIEF EXPLANATION OF SESSIONS

DAY 1 / 27th of March 2022 Sunday

Welcome

Participants have come together and this day is held as a travel day.

DAY 2 / 28th of March 2022 Monday

Get to know each other

Icebreakers and get to know each other games have been played in order for the participants to know about each other's personal and professional life as adult educators.

Team building

Group learning needs team spirit, work together and produce together. Thus, participants played a team building game where they will challenge their team work skills and this session is a base for the next session where they will get more personal awareness.

Program Presentation

As major part of the training program attended to the C1 in Turkey, the program co-creation is done by the participants according to their learning needs. It's aimed to provide open space for the participants to discover their thematic universe and share the tools they already implemented in piloting phase.

Reflection Groups

Participants are divided into sub-groups which are called reflection groups. With these sub-groups, they are asked to evaluate practical aspects and their learning journey until the end of the training program.

DAY 3 / 29th of March 2022 Tuesday

Experiential Learning Cycle & Kolb Learning Styles

Kolb's Experiential Learning Theory and the cycle of learning are presented to participants. Then, Kolb's Learning Styles Inventory Test is implemented and participants learned about their learning styles. Since these topics are deeply covered in the first stage, it's realized with the contribution of first-stage participants/trainers.

Kolb Educator Role Profile

Kolb's Educator Role Profile Inventory Test is implemented and participants learned about their educator role profile in connection with their learning styles.

Simulation

The afternoon session continued on working on the game mechanics of learning simulation. How to design, how to moderate. "Volcano Eruption" simulation is implemented in this session.

Debriefing Methodology

In order to understand the holistic learning process and complete the full cycle of Experiential Learning, the essentials of debriefing are explained to participants. DeM Debriefing model is used to explain the theory and practice. Participants linked this session with the simulation they took part.

Intercultural Evening

After dinner, participants presented their countries and cultures through music, dances and snacks.

DAY 4 / 30th of March 2022 Wednesday

Persona Seniora / Target Group Identification

In the morning session, one of the participants from Poland delivered a session related to the learning needs of seniors in digital literacy. With this exercise, participants looked closer to the thematic universe of the seniors to increase their empathy and dialogue-initiating skills in the scope of the Freirean approach.

Communication with Seniors

In the second morning session, one of the participants from Poland delivered a session related to communication opportunities and barriers. With this exercise, participants looked closer at how to discover the thematic language before the workshops with seniors in the scope of Freirean approach.

ICT Tools for Digital Literacy Trainings with Seniors

In the afternoon session, adult educators have found an opportunity on how to use various Web 2.0 Tools to be used in their trainings with various target groups, particularly seniors. Such tools are shared with participants: Miro, Genial.ly, Session Lab and supportive websites are shared with participants.

Self-Care Workshop

Self-awareness and self-consciousness is very important in the teaching/learning process. It's obvious that learners are evaluating their outcomes, however the teacher also should be able to evaluate his/her work and his learning outcomes as well. This way he/she will be able to raise the teaching competences easier. In this workshop, a self-care method is implemented by a Polish participant.

DAY 5 / 31st of March 2022 Thursday

Script Development

The morning session is conducted on how to develop scripts as a part of IO5 - Online Portal for Educatees. In this session, participants learned how to create the scripts to the short videos which address the seniors to improve their digital literacy in the scope of 5 competences areas of DigiComp. Later on, participants divided into sub-groups to create their content in multicultural teams. In the last session, developed contents are shared and feedback are given regarding the key message, clarity and engaging content.

DAY 6 / 1st of April 2022 Friday

Sharing the Piloting Results

In the morning block, participants shared about the local piloting methodology and tools implemented with seniors to improve their digital literacy skills. The tips are given and proposed methods are explained as the samples of adaptation of Freirean methodology.

Cultural visit

Afternoon is realized as free time including a guided tour to make some cultural sightseeing.

DAY 7 / 2nd of April 2022 Saturday

Sharing the Inspiring Stories from Piloting Phase

As a part of IO3 - Guide for Adult Educators, participants have shared inspiring stories as a conclusion of piloting phase. The learning outcomes of the trainers and seniors are considered Inspiring Stories and this gave a wider perspective for the participants to design a learner-centric training program and how to assess it. Experiences are shared also how to write the inspiring stories.

Future planning

The last activity day's afternoon started with looking at the future. They discussed how to improve their competences more on experiential learning and critical pedagogy and how to complete the piloting phase.

Final evaluation

They evaluated the whole program via written forms and verbally.

DAY 8 / 3rd of March 2022 Sunday

See you soon!

Participants departed from the training venue.

CHAPTER 3

TOOLBOX FOR FURTHER USAGE

CHAPTER 3 - TOOLBOX FOR THE FURTHER USAGE OF ADULT EDUCATORS

In this chapter, the implemented tools and methods with C1 and C2 participants are presented for the further usage of adult education providers and adult educators to see the samples on how to construct the long-term training programs with the dialogue and learner-centered.

Such tools are used to engage and connect participants to combine the theory and practice in the light of Experiential Learning Theory and Freirean Approach:

- Icebreakers & Energizers
- Get to know each other & Team Building activities
- Sub-Group Discussion Activities
- Simulations & Role Plays
- Information Sessions

3.1. GET TO KNOW EACH OTHER & TEAM BUILDING ACTIVITIES

Below activities are implemented in the first and second days of the both training programs to provide open space to the participants to know each other well and enhance the cohesion for the multicultural learning environment.

Name of the Tool: “Letter Exchange” Game
Learning Objectives:
<ul style="list-style-type: none"> • to provide open space to the participants to learn each other’s name and initiate the first connection among them
Overview / Content:
Letter Exchange is a get to know each other game where participants learn about their names, the story of their name and their hobbies etc.
Activity (Step by Step Implementation)
Trainer asks to participants to grab a piece of tape considering the length of their names and a pen. After each participant takes a piece of the tape, it’s asked to participants to put lines for each letter such as “_ _ _ _ _” to this tape and stick it on their arms or somewhere where they can easily write.

After this setting, it's asked to participants to meet with other participants and introduce themselves. If they have a common letter, they write this letter to each other's tapes and this game continues until everybody completes their names. Then, this pieces are used as name tags during whole day.

Tips for Trainers:

This game can be implemented with the papers, but what is important that you need to give time to participants to write their letters into small pieces of papers and they can exchange this letters to complete their names.

Evaluation:

This game doesn't require any evaluation but you can ask how was the activity for them and if they have met more than ... people in the plenary room. If participants don't feel that they learned the names of the other participants, you can continue with additional name games.

References & Further Readings:

www.experientiallearning.net

Name of the Tool: Name Puzzle

Learning Objectives:

- to provide open space to the participants to learn each other's name and initiate the first connection among them

Overview / Content:

Name Puzzle is a get to know each other game where participants learn about their names, the story of their name and their hobbies etc.

Activity (Step by Step Implementation)

The facilitator opens a blank flipchart page, says his/her name, introduces himself/herself briefly, and writes his/her name horizontally or vertically. Then, on a voluntary basis, the participants are asked to pick up the pen and contribute to the name puzzle one by one. Each participant says their name, answers the introductory questions and writes it like a puzzle using the letters on the page. After all participants have conducted their names, the game ends with applause.

Tips for Trainers:

This game can be implemented with the papers, but what is important that you need to give time to participants to write their letters into small pieces of papers and they can exchange this letters to complete their names.

Evaluation:

This game doesn't require any evaluation but you can ask how was the activity for them and if they can remember all the names in the plenary room. If participants don't feel comfortable on they learned the names of the other participants, you can continue with additional name games.

References & Further Readings:

www.experientiallearning.net

Name of the Tool: Mission Impossible

Learning Objectives:

- to increase the communication and cooperation among the participants to understand the idea of Group Dynamic Stages and transforming them into a Team

Overview / Content:

Mission (Im)possible is one of the group dynamics activity which aims to build group cohesion; to strengthen group spirit; to empower team building' process.

Activity (Step by Step Implementation)

Step 1: Participants are divided into smaller groups consisting of min. 5 people where they will work together until the rest of the activity.

Step 2: After the group division, trainer / educator gives the tasks and duration and explain the instructions and rules. Suggested duration for this activity is 30 – 40 minutes. Some of the samples for the tasks can be listed as below:

- Bring 3 things from outside what would represent for you the topic of the project and explain why you choose them.
- Make a group song with the following words: participation, technology, education, solidarity, inclusion, active, changemakers, culture, human rights, future.
- Make a choreography for the dance according the created song. Teach ALL participants how to dance it.

- Make a group photo, including all participants. Only six feet can be on the floor.
- Make a list of at least 10 things you can buy in Turkey for 1 euro.
- Make 8 different origami.
- Make sure that all participants are members of the Facebook group.
- Draw a map of Europe with all participant countries highlighted on it and written in your native language.
- Make a list of 30 reasons why it is better to be here than at home right now.
- Make a weather forecast for the next 6 days (only pantomime, no words).
- Create or choose 5 inspirational quotes (1 per country) on your native language with English translation. Write them on separate A4 papers and put them on the walls of the room.
- Make a list of skills/talents of all participants. Every participant should have at least one skill.

Step 3: Within the completion of the activities, a circle is formed and small groups are expected to present the results to whole team.

Step 4: At the end of presentations, reflection is proceeded by the trainer to recap the team learning process.

Tips for Trainers:

According to the area where this activity will be realized some limitations can be specified by the trainers or some means such as “using no money to complete the activities or reach some people out of the participants” can be used to increase the excitement and bring some difficulties to be solved. Also group division phase can be realized through simple games such as throwing shoes to a target, counting until 5, having 5 different coloured papers and ask them to choose among these papers, put some remarks under the chairs etc. This activity works best with the large groups such as 20 – 40 people.

Duration of the activity can be shortened or added up to the number of the tasks, but the estimated duration of the activity can be realized as 1 hour – 1 hour and 20 minutes with the debriefing phase. The idea is to challenge the people in a short time with the time-taker activities. Within that way, task divisions – problem solving approaches are expected to be realized by the group members.

Evaluation:

As it's a learning game, it's suggested to follow the DeM Debriefing Model to provide open space for the participants to remember the experience, reflect on it, conceptualize it, transform and plan.

Remembering – Remembering the Experience

Some guiding questions:

What do you feel now?

Was it all clear to you after listening to the instructions of the game?

What did you expect to happen before the game started?

What did you feel during the game?

What happened? What did you do?

What were others doing? What did you observe?

What did you feel?

What did you think?

Reflecting – Reflecting the Experience

Some guiding questions:

Why did you feel like that?

Why do you think you had these experiences?

Why did you act like that?

Why did others behave like that?

What are the reasons for this result?

Conceptualization – From Experience to New Concepts

Some guiding questions:

What conclusions do you get from all these experiences and our discussions?

What do these conversations mean to you in real life?

What would you do differently if you played this game once more?

Associating – Associating the Concepts

If any theory or approach is presented to the participants, then how they associate the theory with their experience can be asked.

Transforming – Transforming the Reality What is its relationship with your real life? What can you do differently?

Some guiding questions:

Do you think all of these inferences also cover other issues in real life?

Do you have similar difficulties in your real life?

Where can we use these learnings in your life?

Planning - From Concepts to New Experiences What can you do in the future to be better?

In order for the experiential learning cycle to continue again with a new experience in a more advanced manner, you should help your participants plan how they will develop themselves in what they learned/realized.

References & Further Readings:

Tuckman's Team Development Model

Buch - Gamestorming, D. Gray, S. Brown, J. Macanufo (O'Reilly Verlag - Juli 2011)

<https://experientiallearning.net/listing/mission-impossible-2/>

Name of the Tool: Learning Out of the Box

Learning Objectives:

- to provide open space to the participants to learn each other's ideas about learning, training and education concepts

Overview / Content:

The Learning Out of Box game is used as invitation to the dialogue to provide open space for the participants to communicate about their own individual perspectives about the different dimensions of the learning, training and education. The quotes are derived with a special focus on 8 Key Competences and Life-Long Learning Concepts.

Activity (Step by Step Implementation)

The room settings should be prepared with chairs according to the number of participants as inner and external circles. Half of the groups should be sit in the inner circle and the other half should be as the external circle but each participant should sit face to face.

Then, the game should be presented with the help of beamer/projection and it's asked about the number to click to the box of the learning quotes. As this game would be continued to share the quotes and give 1-2 minutes for each to discuss in each round, it shouldn't be forgotten to close the quotes after the given time and give instructions to the participants to sit in external circles to change one seat clock-wise.

After the first person comes to the same place, the game is finished.

Tips for Trainers:

If necessary, participants can ask the facilitator for clarification about certain words, but not on the meaning behind the quote. (As that would spoil the debate afterwards!)

- Make sure to give enough time for participants to choose their quote and for the exchange in duos or trios. Usually, this exercise sparks a lot of thoughts and requires sufficient time for sharing.

- If the number of participants is smaller or if you have more than one deck of cards, you can also ask participants to choose two or more cards that would highlight a similar view on learning, complementarities, opposite views, etc.

Evaluation:

If this session is considered as a teaser for a session on learning, it may not require much or any debriefing. The relevance or use of the quotes may rather be tackled in the debriefing of the overall session. Nonetheless, the facilitator has also the possibility to collect reflections (key words) from participants on a flip chart, which may allow linking the collection to an input afterwards.

References & Further Readings:

<https://www.youthpass.eu/en/publications/card-game/>

<http://edugaming.eu/youthpass-game-learning-out-of-the-box/>

Name of the Tool: My Journey As a Trainer
Learning Objectives:
<ul style="list-style-type: none"> to provide open space to the participants to learn each other's experience as trainer to better understand their backgrounds
Overview / Content:
<p>"My Journey as a Trainer" is free space for participants to learn about their backgrounds, past experiences and career journey that they have been passing through.</p>
Activity (Step by Step Implementation)
<ol style="list-style-type: none"> Participants are divided into pairs and flip-charts - pens - boardmarkers are given. Then, it's asked to focus on the story of their life as trainers/adult educators. It's asked to remember the milestones and interview about the most significant moments for them which have affect in these milestones. Each of these interviews and experience sharing periods are done one by one. When one participant explains that the other participants listen and start to draw or summarize it with the words what he/she heard and create a journey. In the second round, the roles change and the listener became the explainer of his/her journey. At the end of the experience sharing, they present what they have drawn or created a poster to all group.
Tips for Trainers:
<p>- Time boundaries are important but if the participants feel themselves that they couldn't finalize the story telling, you can give extra time.</p>
Evaluation:
<p>This tool doesn't require any evaluation but you can ask how was the activity for them.</p>
References & Further Readings:
<p>www.experientiallearning.net</p>

3.2. SUB-GROUP ACTIVITIES

Name of the Tool: Persona Seniora
Learning Objectives:
<ul style="list-style-type: none"> to better understand the learning needs of target groups, particularly seniors

Overview / Content:
Persona Seniors is a sub-group activity which aims to meet on common understanding regarding the learning needs of seniors before each Adult Educator designs his/her programs in Freirean Approach.
Activity (Step by Step Implementation)
<ol style="list-style-type: none"> 1. Participants are divided into 4 groups and flip-charts - pens - boardmarkers are given. 2. After the creation of the sub-groups, it's expected from the participants to focus on the poof the view of a senior. 3. Then it's expected participants to answer such dimensions: <ul style="list-style-type: none"> - What does a senior think & feel? - What does a senior hear? - What does a senior see? - What does a senior say and do? - What are the pains & gains for a senior to learn something new? 4. A total of 40 minutes are given to brainstorm, discuss and prepare a presentation for the other groups.
Tips for Trainers:
It's important to advise participant to put a head of "Researcher" hat of Paulo Freire and try to discover the thematic universe of a senior.
Evaluation:
<p>After the presentations, you can ask to the participants following questions to wrap up and close the session:</p> <ul style="list-style-type: none"> - How was this activity for you? - What did you feel? - How did you construct your discussion? What was your strategy? - Did you learn anything new? - What are your learning outcomes to transform them into actions for your training?
References & Further Readings:
Paulo Freire, Pedagogy of the Oppressed

Name of the Tool: Communication with Stakeholders
Learning Objectives:

- to emphasize the importance of the communication

Overview / Content:

This game aims to reflect on the basic principles of communication, language, expression, culture and communication relationship, the importance of listening and dialogue, creating self-reflexivity on verbal communication styles, to reflect on language, communication and cultural differences.

Activity (Step by Step Implementation)

Step 1: In this activity, team will form a circle at equal distances from each other.

Step 2: Trainers asks to the team to form pairs with someone they don't know so well yet.

Step 3: Each pair takes two chairs, puts the backs against each other and sits down.

Step 4: Each pair receives a piece of paper and a pen. Then they decide who is person A and person B.

Step 5: Person B is the first to make an abstract drawing that shows simple shapes. Person A will try to recreate this drawing based on verbal instructions from person B. In this phase, trainer gives a specified duration to complete their drawings in a certain time of period.

Step 6: After the time's up, participants turn around and compare their drawings, they way of communication and change the roles. Then they swift the roles.

Step 7: After couples have switched two times, new pairs will be formed and they will repeat the exercise in the same manner. If pairs prefer, they can continue to draw specific or abstract objects.

Step 8: After having done the exercise a couple of more times, the team will form the circle again and evaluate what they've experienced during the exercise.

Tips for Trainers:

It is suggested to arrange the duration up to the profile of the participants. For some age groups, such drawing phases can be realized in 3-5 minutes but for other it can take longer time. Trainer should consider this aspect before and during the implementation. Therefore

estimated duration can be up to the 45 minutes – 1 hour including the team reflection phase. This activity works best with the group of people 20 – 24.

Evaluation:

In order to reflect on the learning outcomes of the activity, a team reflection is suggested to be realized at the end of the activity.

Some guiding questions for the team reflection:

- What do you feel now?
- Was it all clear to you after listening to the instructions of the activity?
- What did you expect to happen before the activity started?
- What did you feel during the game?
- How was your teamwork process?
- What style of communication works most efficiently, and which didn't work at all?
- Is an abstract drawing more difficult to draw compared to a specific drawing?
- How does communication in pairs or in larger groups process for you in real life?
- What would like to do to be better?

References & Further Readings:

www.sessionlab.com/library

3.3. SIMULATIONS & ROLE PLAY

In C1 - Training Program, CLEVENIA Simulation is used to refer the thematic universe & thematic language of Freirean approach. Below session outline is suggested to follow to lead this simulation:

Name of the Tool: “CLEVENIA” Simulation
Learning Objectives:
<ul style="list-style-type: none"> • to increase awareness about the importance of the social inclusion, communication, empowerment and social engagement.
Overview / Content:

Clevenia is a simulation exercise developed by International Experiential Learning Network. The exercise involves role plays, case studies, experiential learning, group discussion and other forms of non-formal education elements.

Activity (Step by Step Implementation)

The exercise involves three parts; first part is the preparation of the groups, the implementation of the tasks and finally the debrief of the experience.

The participants are divided into 3 groups. It's asked if any volunteers would like to operate as Trainers (4 or 5 people according to the group size) and the rest of the team is split into two teams. Then 3 different roles and task description is given to them.

Each group reads the instructions and prepare themselves for their task in separate places of the training areas.

Tips for Trainers:

1. It's important to locate the groups far from each other.
2. It's important to give them enough time to read the instructions carefully.
3. It's suggested to implement this simulation with the help of co-trainers or facilitators.
4. It's highly suggested to take notes during the simulation to address them during the debriefing.

Evaluation:

In the light of DeM Debriefing Model, below supportive questions can be asked to collect the learning outcomes and conceptualize them with the inputs:

1. Remembering the Experience:

- What do you feel now?
- Was it all clear to you after listening to the instructions of the game?
- What did you expect to happen before the game started?
- What did you feel during the game?
- What happened? What did you do?
- What were others doing? What did you observe?

2. Reflecting the Experience:

- Why did you feel like that?
- Why do you think you had these experiences?

- Why did you act like that?
- Why did others behave like that?

3. From Experience to New Concepts:

- What does this experience and what we talked about, tell us?
- What conclusions do you get from all these experiences and our discussions?
- What do these conversations mean to you in real life?
- What would you do differently if you played this game once more?

4. Associating the Concepts:

- How do you see the connection between what this theory/concept/ information say and the experience you had?
- Which of these conceptual propositions do your behaviors fit? Which do your behaviors not fit?
- Which of the sayings of this conceptual information, if you had done, the game could have been different?
- Will this concept help you to be more competent in this matter?

References & Further Readings:

www.experientiallearning.net

<https://www.demturkey.com/wp-content/uploads/2017/12/Experiential-Pedagogy-of-the-Oppresses-Book.pdf>

In C2 - Training Program, Volcano Eruption Simulation is used to explain how Simulation/Role Play techniques can be implemented. Below session outline is suggested to follow to lead this simulation:

Name of the Tool: “Volcana Eruption” Simulation

Learning Objectives:

- To experience real conflicts that can arise in meeting needs of different parties. Conflicts of needs, interests and values, between groups and individuals.
- To develop communication, debate, negotiation, and analysis skills.

Overview / Content:

This activity explores interaction and negotiation between three different groups/parties having some similar and different interests both between groups in general and between individuals within the groups in particular.

Activity (Step by Step Implementation)

Note: Handouts are shared in the Annexes.

Stage 1. Intro, enter the role-play (10-15m)

1. Divide group in three parties. Try to keep the number of people balanced, more or less equal in each group. Decide who will be **TRIBE “LODI”, SURVIVORS, EXPEDITIONERS**.
2. We recommend creating an immersive gaming environment. See *Immersion option recommended below, or create your own.
3. Take groups to their initial/starting locations.
4. In each group read the General Description-Card. Leave the description-card to the participants, so they can read it again. (Explain if something not clear). After 5 minutes, before groups start to interact take the description sheet away.
5. In each group distribute Role-Cards and Group-Tags. Give time for people to read their roles and make sure everyone understands their role. Make sure they stick group-tags on a visible place on themselves. According to the roles, distribute resources (Resource-cards). Do not show exact resources you distribute, you can do it in envelopes.

6. Explain basic general rules:

- Participants cannot show their Role-Cards to each other.
- Participants can decide if they want to share some or full information from it. Whatever they decide to share they can do it verbally, but not showing Role-Cards.
- Participants must wear Group-Tags visible for others, all role-play activity.
- Some of the Group-Tags are two-sided. One side is showing just group belonging, other side – is showing group belonging and the specific role inside the group. Participants can decide which side they want to make the tag visible for others.

Stage 2. Action (45-60m)

1. When intro is finished start the timer/role-play activity.
2. Open space for participants and parties to fulfill their aims and needs. Do not tell them exact time when volcano will erupt.

3. Only Shaman from TRIBE “LODI”, can get information how much time left till the end when volcano will erupt.
(inform when left 30m, 20m, 10m, 5m, 1m). Explain it by the fact that “Spirits” are talking with Shaman and they are telling him/her how much time left.
4. If decision was not made till the end of the time volcano will erupt, all the tribes die. Announce the end of the activity.
5. If the decision was made and everyone agrees - announce the end of the activity.
6. If part of the participants escape and other are still in process of finding solution for them, wait until they make their decision or time ends and then announce the end of the activity.

Stage 3. Closing, finish the role-play (5-10m)

1. Gather all the participants and make de-rolling activity.

Standing in the circle, take-off your Group-Tag, (can tear it up) through it in the middle and say loudly

- “I’m not the ‘ROLE’ anymore, I’m ‘OWN NAME’ now!”.

For example “I’m not the Captain anymore, I’m John now!”

- 2.*Optionally. If you feel it is needed, do extra de-rolling activity, for example “mazzinga”, “shower”, or any other activity you know.

3. When you finish de-rolling invite people to bring their chairs into a circle for the debriefing.

Stage 4. Debriefing and evaluation (30m)

Tips for Trainers:

1. The initial/starting Party Locations:

- Better if they are distant (isolated) and divided by free space (corridor, yard...) Ideally you should have private space (room) for each group. Where they can discuss, plan, share ideas and work safely.

- They can visit each other. Or they can meet on a neutral territory. Here corridor, yard or some other space might be useful.

- TRIBE LODI location is initially hidden. (so better if the most distant place is their location)

Other parties cannot visit them, until they show the way to them.

- Locations of SURVIVORS and EXPEDITIONERS are well known, everyone can visit them.
 - It is good to indicate initial/starting party locations with some decorations or just picture stating the location affiliation. (you can use some illustrations from the hand-outs)
2. Best way to run this activity is together with 2 co-facilitators (moderators) in order to be present and moderate the work of three parties in parallel.
 3. One facilitator should be the Timekeeper and inform Shaman about the time left. Explain it by the fact that “Spirits” are talking with Shaman and they are telling him/her how much time left.
 4. Not giving exact time of Role-play Action stage will give you flexibility with time. If you see that it is important to the participants to have more time and you have it available, you can add it. Or to announce time often if you want to empower interactions.
The activity could benefit from having more time available, particularly during the action stage, in order for people to have more space to interact, try different strategies and communicate more.
 5. Roles are allocated randomly in order to save time. You may also give choice of the roles for the participants, but just by the role name, without reading content of the role. Remember participants can't read or show each other's role-cards. They should decide themselves what they want to revile).
 6. To make sure participant respect the rule of not showing Role-Cards, you can collect them after they got familiar with their content.
 7. Use of GUN (Pistol) – a weapon one gun can be armed with 1 bullet at the time. The owner (holder) of the Gun can declare that he/she used (shoot) it at any time. If the shot was aimed at one of the players that person “die”, stop playing his role and become “Ghost”. He/she can be observers of all activity, without communicating or influencing action only how until Closing Stage 3. Then he/she can back to the group, deroling and discussion.
 8. If the simulation gets out of control – for example, because people start to use violence, refuse to act, or become emotionally unstable you should Stop the Activity and stabilise the process and the group. If going back to the activity is not possible process to the next stages closing and debriefing. You can use this in the debriefing at the end to discuss the difficulty and why it happened.
 9. During the debriefing, it is very important to avoid repeating the simulation. People need to detach themselves from the role they played in the activity in order to be able to reflect

properly on what they have been through. You should help them to look back on the simulation with their normal “hats” on, rather than in their assumed roles.

10. Free spirits characters can be added as much as you need, giving flexibility with the number of players.

Evaluation:

You can ask the following questions during “Stage 4 Debriefing and evaluation”:

Facts and feelings

- How did you feel during the game? / How was it for you?
- How did you feel being in your role? How easy was it to identify with your role? Why or why not?

Analyse - process: Ask the participants what they feel about the process they have just been through:

- Did you succeed in the position of the person you were playing? Why? What was the most difficult being in your role?
- What strategies did you have as a tribe or individual? Were they successful?
- Which strategies did you observe from the others?
- Did you experience any dilemmas? What were they?
- What was the main conflict point in the activity?

Analyse-result

- Were you surprised by the result of the activity? How much influence do you think you (in your role) had on the result?
- Did interaction with other people or groups change your approach or attitude towards the problem?
- What do you think can be other solutions in this situation? What/How?

Conceptualization: According to the initial topic of the workshop or program, you can address relevant questions to direct the participants into learning outcomes.

References & Further Readings:

Educational game “Volcano Eruption” (version 2.0)

Developed by:

- Andrzej Kula
- Ioseb Saginashvili
- Ieva Jakubauskaitė

Adopted by: Academy of innovation (<http://academy-of-innovation.com/>)

Graphics by: Eduard Oganyan

Developed in the frame of project “Homo ludens” and Organised by Csoport-téka Egyesület and Academy of Innovation

3.4. INFORMATION SESSIONS

To support the participants with theoretical inputs, 8 different presentations are prepared and delivered in both training stages:

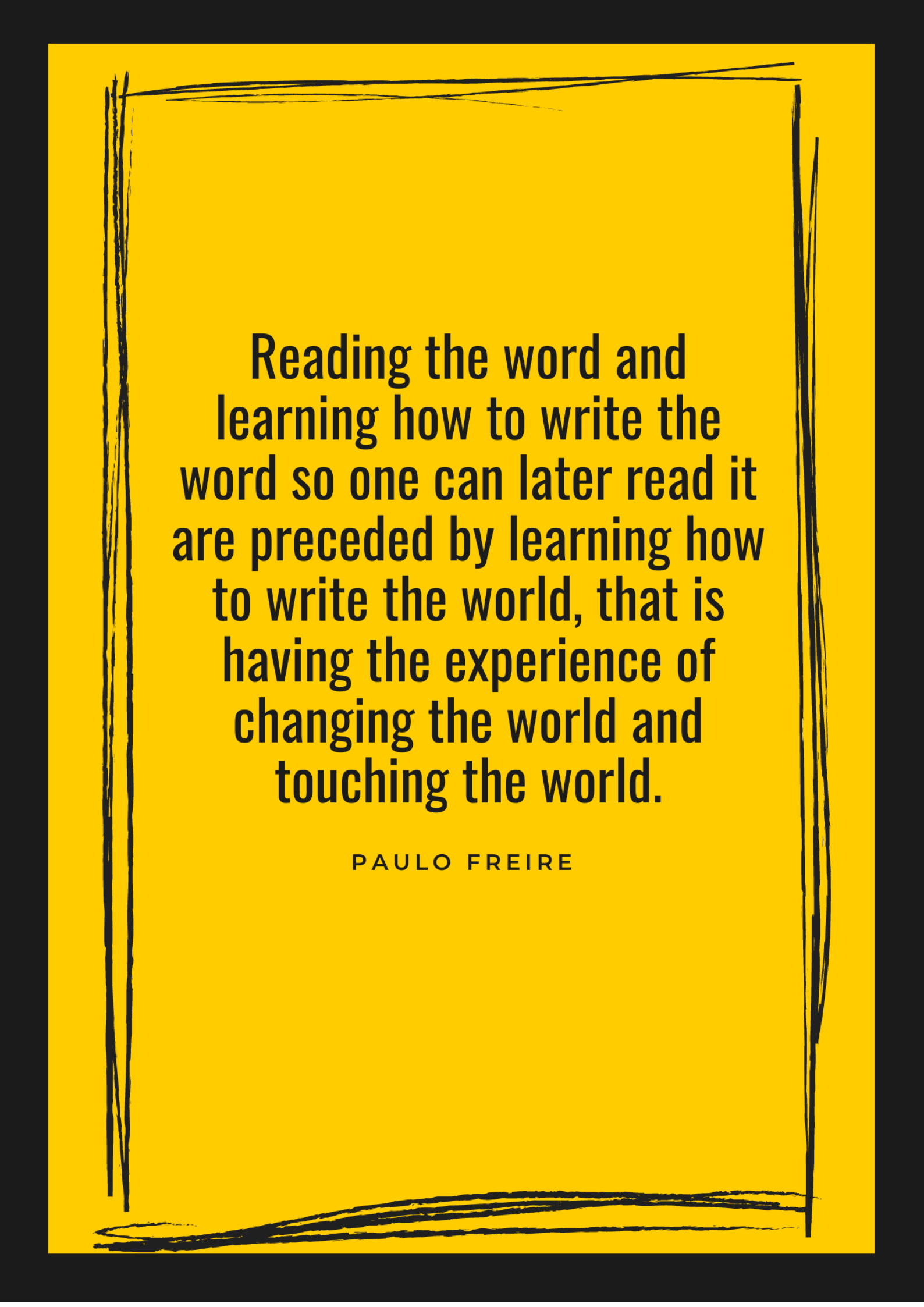
1. Adult Education
2. Role of Training
3. Need Analysis
4. Assessment Tools
5. Sequencing Learning Activities
6. Goals & Objectives
7. Writing a Training Proposal
8. How to Develop Engaging Scripts/Contents

These presentations are added to Annexes in following order. In addition, simulation instruction cards are added in following order:

- CLEVENIA Simulation
- Volcano Eruption Simulation

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- Freire, P. (2015). *Ezilenlerin Pedagojisi*. (D. Hattatoğlu ve E. Özbek, Trans.). İstanbul: Ayrıntı Yayınları.
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- Freitas, de R. (2013). The Planning and Creation of an E-Learning and Recreational Platform for Seniors. [Master's thesis, Lisbon University Institute]. ISCTE Instituto Universitário De Lisboa. Retrieved May 14, 2020 from <https://ciencia.iscte-iul.pt/publications/the-planning-and-creation-of-an-e-learning-and-recreational-platform-for-seniors/17074>
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- Yıldırım, A. (2011). *Eleştirel Pedagoji: Paulo Freire ve Ivan Illich'in Eğitim Anlayışı Üzerine*. (2nd Edition). Ankara: Anı Yayıncılık.
- Yılmaz, Z. (2016). Education As A Mediator Of Freedom In Philosophy Of Paulo Freire. *Journal of Philosophy and Social Sciences*, 11(22), 299-314. Retrieved December 12, 2020, from: www.flfsdergisi.com

The image features a solid yellow background. A black, hand-drawn, sketchy border frames the text. The border consists of multiple parallel lines, giving it a textured, ink-like appearance. The text is centered within this frame.

**Reading the word and
learning how to write the
word so one can later read it
are preceded by learning how
to write the world, that is
having the experience of
changing the world and
touching the world.**

PAULO FREIRE

YES WE CAN

TRAINING OF TRAINERS

C1 - TURKEY

1. Adult Education
Ilias Rafail
Psychologist, PhDc, Med, BA



Task for the working groups

- Make a list of Adult Learner Characteristics

Characteristics of Adult Learners

- ❑ Adults have a reservoir of personal and work-related experience.
- ❑ Adults' attention needs to be gained and sustained.
- ❑ Adults are task oriented.
- ❑ Adults tend to be cautious, anxious, and easily discouraged in new situations.
- ❑ Adults need to be self directing and autonomous.
- ❑ Adults expect high-quality learning experiences.

Motivating the Adult Learner

- **Social relationships:** to make new friends, to meet a need for associations and friendships
- **External expectations:** to comply with instructions from another; to fulfill the expectations or recommendations of someone with formal authority
- **Social welfare:** to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work
- **Personal advancement:** to achieve a higher job status, secure professional advancement and stay abreast of competitors
- **Escape/Stimulation:** to relieve boredom, provide a break in routine, and provide a contrast to other exacting details of life
- **Cognitive interest:** to learn for the sake of learning, and to satisfy an inquiring mind.

Barriers and Motivation

- Adults have many responsibilities that they must balance against the demands of learning. These barriers against participating in learning include lack of time, money, confidence, or interest, lack of information about opportunities to learn, scheduling problems, “red tape”, and problems with child care and transportation.
- An adult learner may also worry about being the oldest person in a class and their ability to participate with younger students. Creating an environment where all participants feel they have a valuable contribution can work to allay such concerns.
- Adults may come to class with varying levels of confidence. Some may have had poor prior experiences with education leading to feelings of inadequacy and fear of study and failure. This can manifest itself in many ways.

Conditions for knowledge transfer in adults

- Association – participants can readily associate new information with something they already know
- Similarity – the information is similar to material the participant already knows or finds familiar and/or logical
- Critical attribute or element – the information is extremely beneficial on the job
- Degree of original learning – the participant's level of original learning was high.



YES WE CAN TRAINING OF TRAINERS - C1 - TURKEY

2. Role of Training

Ilias Rafail

Psychologist, PhDc, Med, BA



PURPOSE OF TRAINING

**to improve individual or organizational
*performance.***

EDUCATION VS TRAINING

Education

- Content based
- Content organized around intellectual categories and historical development; academic approach
- Instructor-oriented; learners dependent on instructor/expert

VS.

Training

- Performance based
- Content organized around how it will be used; focus on skill building and application to real world
- Learner-oriented; learners have pragmatic view of learning (“What in it for me?”)

ROLE OF TRAINING - #NOT

Do not use training as a first step to remedy performance problems caused by:

- Poor supervision
- Lack of reward for good performance
- Inefficient work flow
- Unclear objectives
- Unrealistic expectations
- Lack of consequences for poor performance
- Inefficient workplace design
- Poor recruitment

ROLE OF TRAINING - #NOT

In the above cases, the cause may be due to factors that training won't correct, since poor performance may be a symptom of another root cause. And the cause must be corrected before the performance improves. Training may still be an option but only after you have identified the root cause!

What examples can you give of “training” requests that are more appropriately requests for other types of intervention?

OTHER WAYS TO ENHANCE PERFORMANCE

- Recognition and rewards for excellent performance
- Communication systems such as bulletin boards, e-mail, and newsletters
- Improved supervision of work flow
- Documentation and standardization, including reference manuals, certifications, and standardized procedures
- Ergonomic and human factors, such as human-machine interfaces, color coding, interior design, and furniture
- Feedback systems, such as performance appraisal, performance management, peer appraisal, and customer appraisal
- Training systems, such as computer-based instruction, distance learning, and on-the-job training.
- Career development systems, such as job rotation, mentoring and assessment centers

ROLE OF TRAINING - #YES

Use training to improve individual or organizational performance by developing learners' knowledge, skills, and responsibilities to achieve performance standards.

Knowledge	Skills	Responsibilities
Information that learners must know to perform effectively: facts, concepts, rules, procedures, policies, theories, examples, principles	Cognitive & practical skills, Abilities learners must have to perform effectively: cognitive (analytical), communication skills, psychomotor (manual dexterity)	Values, feelings, beliefs, perceptions, styles, etc. learners should have to perform effectively: Autonomy Common Sense Responsibility



What examples can you give where training is the right intervention?



YES WE CAN TRAINING OF TRAINERS C1- TURKEY

3. Needs Analysis

Ilias Rafail

Psychologist, PhDc, Med, BA

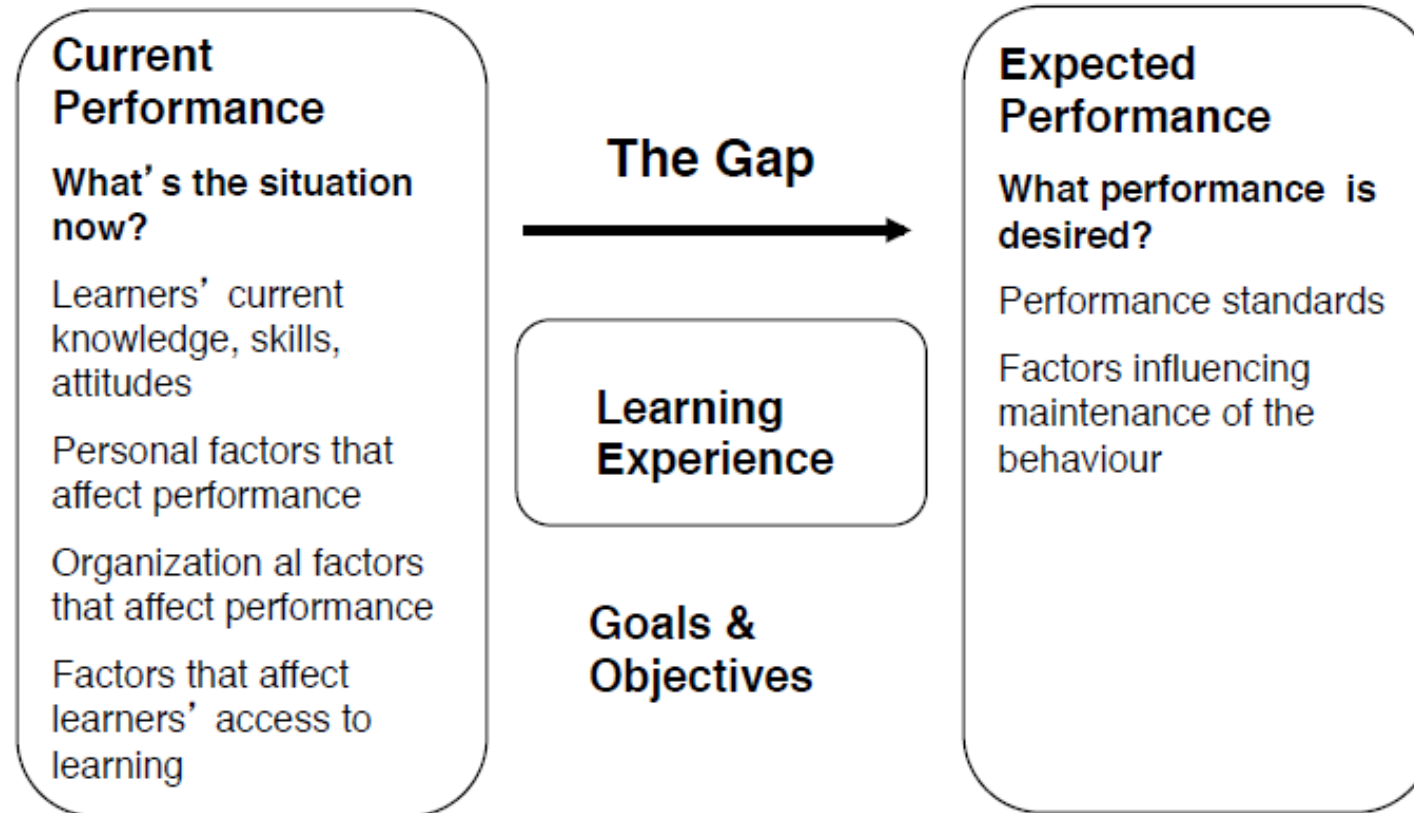
NEEDS ANALYSIS STEPS

- Assess current performance level
- Assess expected performance level
- Identify performance gap
- Set goals and objectives
- Plan evaluation strategy

CONDUCTING THE NEEDS ANALYSIS

When you conduct a needs analysis you gather **information** that will help you understand the **gap** between current performance and expected performance. This information will help you plan a learning experience that will fill help the learner **bridge** the gap.

BRIDGING THE GAP



REASONS FOR NEEDS ASSESSMENT

To generate course material. The information you collect will provide a wealth of data and illustrations to bring the learning to life and make it relevant to your learners.

To involve beneficiaries. Get their support and input. More important, get their egos involved so they will see the learning as their own priority.

To examine their working environment and background. You may be able to identify ways of helping your learners work smarter, not harder. Methods, policies, and procedures should always be examined for improvement.



YES WE CAN TRAINING OF TRAINERS C1 - TURKEY

4. Assessment Tools

Ilias Rafail

Psychologist, PhDc, Med, BA

ASSESSMENT TOOLS

After deciding what information you need, your next step is to decide the best way to get it. You'll want to get only the information you need as efficiently as possible.

ASSESSMENT TOOLS

Open-ended Questionnaires You compose questions for which there are many possible answers or interpretations. For example, “What are some of the challenges you face in your work?”

Advantages

- Allow respondents to introduce new topics
- May uncover important data not asked for
- Are less work to prepare

Disadvantages

- Are harder to answer and require more thought from respondents
- Allow no way to probe further

ASSESSMENT TOOLS

Closed-ended Questionnaires You compose questions with a limited number of responses. For example, “How long have you worked at your job?” a) 0-2 years b) 3-5 years c) 6 years or more

Advantages

- Are easier to answer
- Are easier to analyze and tabulate
- Give more precise information

Disadvantages

- Require more skill to prepare
- Are limited in scope and ask only what is already known
- Allow no way to probe further

ASSESSMENT TOOLS

Individual or group interviews You conduct face-to-face meetings with one or several persons. You prepare questions beforehand but you can introduce others as the interview progresses. Group interviews (focus groups) allow for interaction and brainstorming of issues.

Advantages

- Are flexible and allow further probing
- Can pick up non-verbal responses
- Can build commitment to the workshop on the part of interviewees

Disadvantages

- Are time-consuming
- Require skilled interviewers, especially group interviewers
- May cause group interviewees to influence each other

ASSESSMENT TOOLS

<p>Observation You observe the learners on the job. You notice what they do or what they may need to do, including job conditions, key events, and other factors.</p>	
<p>Advantages</p> <ul style="list-style-type: none">• Can be a good way to bring out subtle things that are hard to express in interviews or questionnaires• Can be a good way to gather data for learning materials• Can build rapport with target population	<p>Disadvantages</p> <ul style="list-style-type: none">• Does not always reveal attitudes• Can require considerable time to see all aspects of work• Can interfere with work and influence what happens (by observer's presence)

ASSESSMENT TOOLS

Analysis of documents You review written materials that contain useful information, like policies, procedures, reports, etc.

Advantages

- Doesn't depend on commitment of others
- Can get data from several sources in one place, saving time

Disadvantages

- May not cover all areas needed
- May yield too much data making analysis difficult



YES WE CAN TRAINING OF TRAINERS -

C1 - TURKEY

2. Sequencing Training Activities

Ilias Rafail

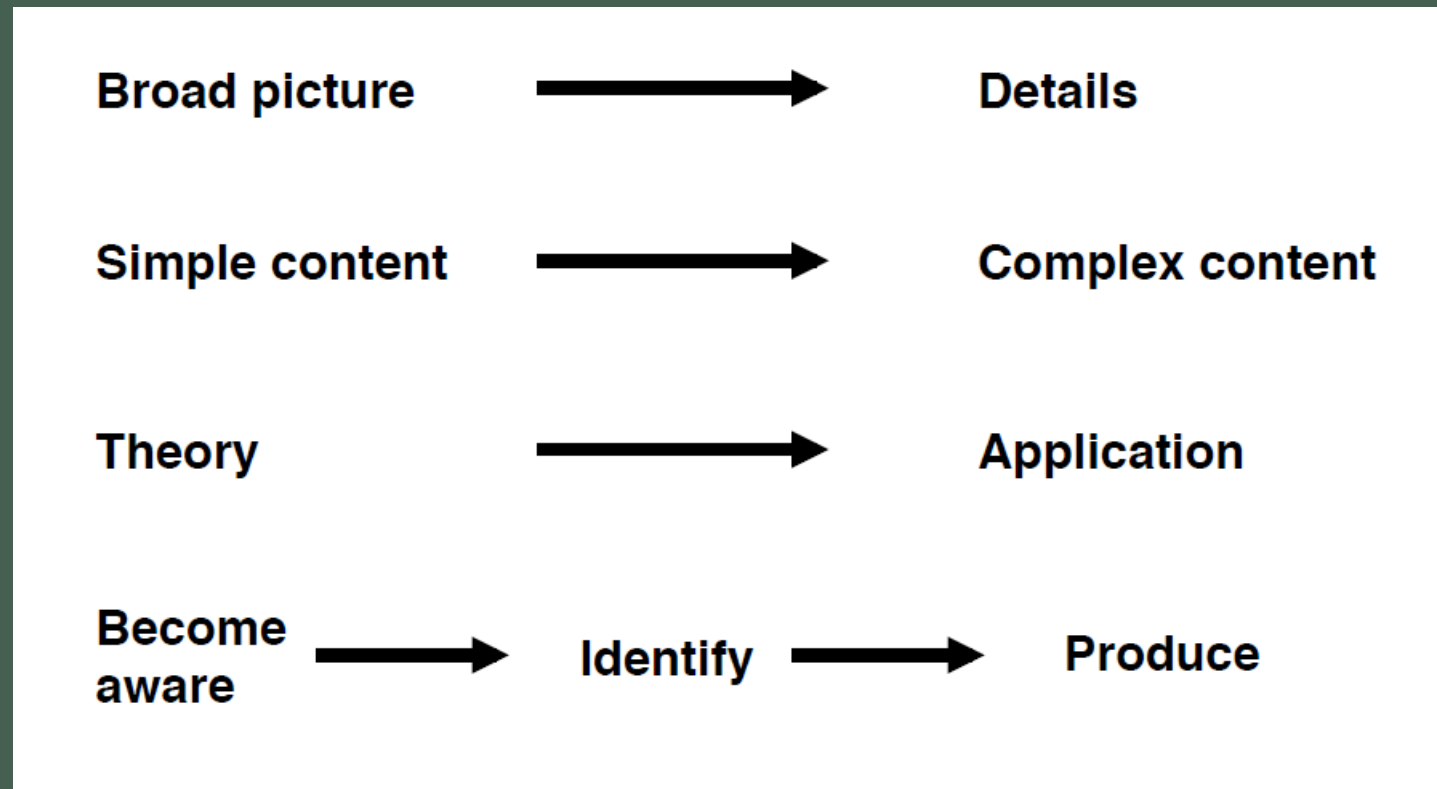
Psychologist, PhDc, Med, BA



Major Goal of Trainer

- creates a flow of activities that keeps your learners' attention
- builds learners mastery of the content he/she is presenting

Sequence approaches



Types of learning activities (1)

Application Exercise	Identify steps or actions to use in learners' own environment.
Case Study	Identify concepts and skills in a specific environment; apply knowledge
Demonstration	Observe skills in action, usually by instructor or experienced performer
Discussion	Draw on learner's experience; encourage application; identify challenges and obstacles
Fish Bowl	Observe skills in action; provide feedback

Types of learning activities (2)

Games & Simulations	Discover learners' habitual tendencies; establish a need to change; experience and analyze underlying issues; practice skills
Lecturette	Introduce new area of content; convey conceptual, historical or theoretical information
Pen & Paper Exercise	Identify concepts and knowledge; practice and test knowledge
Personal Reflection	Create awareness of concept; encourage learner's emotional involvement

Types of learning activities (3)

Reading/ Self Study	Introduce new area of content; gain broader background on topic
Role Play	Establish the need to change; practice skills in a work-related context
Video Clip	Provide information; set a mood; demonstrate interaction
Visualization	Engage learners' imagination.

Module 1: Giving Effective Feedback

Time	Activity	Notes
9:00-9:10	Learners write down examples of positive and negative examples of feedback; share with partner.	
9:10-9:25	Instructor gives lecturette on effective feedback, including making it specific and behavioral; elicits examples from learners.	
9:25-9:35	Learners complete written exercise on distinguishing positive and negative feedback.	
9:35-9:45	Learner write down examples of feedback to give to their real-life work colleagues.	
9:45-9:55	Instructor demonstrates giving effective feedback.	
9:55-10:15	Learners role play in triads, playing speaker, other person and observer.	
10:15-10:30	Instructor debriefs what was learned from role play; gives out handout on additional tips for giving feedback	
10:30-10:45	Learners conduct small-group discussion (10 min.) and then summarise comments for large group. (5 min.)	

YES WE CAN TRAINING OF TRAINERS C1 - TURKEY

6. Goals & Objectives

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Psychologist, PhDc, MEd, BA



LEARNING OUTCOMES RELATION

Goal

A broad statement of the learning outcome that you want the learners to achieve.

Example: “Learners will be able conduct a needs assessment.”

Objective

A specific learning outcome to be accomplished. Each learning goal will usually have several objectives that when met will indicate accomplishment of the goal.

Example: “Learners will be able to:

- Differentiate between training needs and other needs
- Use assessment tools to identify the need
- Identify the gap between current and expected levels of performance”

IMPORTANT NOTE

In most cases you will find it useful to start with the goals and then spell out the objectives. However, sometimes it may be necessary to write down the objects and then develop goals for these objectives.

Whichever way you arrive at it, you'll want to end up with **conceptual frame** that makes sense.

WRITING OBJECTIVES

Objectives are best when they are written in behavioral terms, that is, in ways that can be measured. Using behavioral objectives helps you focus the content and makes it easier to evaluate the learning.

By making objectives behavioral, you avoid misinterpretations and you focus the efforts of everyone involved: managers, course developers, instructors, and learners.

OBJECTIVES DIVISION

Knowledge	Skills	Responsibility and autonomy
<p>In the context of EQF, knowledge is described as theoretical and/or factual.</p>	<p>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</p>	<p>In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility</p>

Learning Domain	Commonly Misinterpreted Term	Behavioral Term
Knowledge	To know, learn	To list, define, name, describe, explain
Skills	To understand, know how to	To use, apply, operate
Responsibilities	To feel, value	To explain the importance of To list the benefits of, To demonstrate

YES WE CAN TRAINING OF TRAINERS C1 - TURKEY

7. Writing a Training Proposal

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TRAINING SECTIONS

Purpose. Explain the broad issues the programme addresses. What are the benefits to the organization and to the individuals who will be trained? What will be the impact of the training?

Description of participants. What have you learned from your needs analysis? What is the current level of performance? What is the expected level of performance? What are the organizational factors that affect performance? What systems and rewards will need to be in place in order to sustain the performance?

Programme goals & objectives. Explain how your programme solves the problem(s) you've identified in the needs analysis. List all the objectives so that you can get your sponsor's (and manager's) approval on each one. Explain how you will evaluate the programme.

Programme requirements. Explain the length and format of the programme you expect to produce. Outline the development time, instructor requirements, the budget, conference room and audiovisual requirements, and a time table for delivering the training.

CRITICAL QUESTIONS TO BE ANSWERED FROM THE BEGINNING

- ❑ **Purpose of the project.** What are the broad goals to be accomplished? What are the training, and “non-training” issues associated with the project?
- ❑ **Scope of needs analysis.** Who needs to be involved? What assessment methodologies will be used?
- ❑ **Project time table.** What are the expected time frames for conducting the needs assessment, design, and development of the project?
- ❑ **Training proposal.** What items should be addressed in this document?
- ❑ **Development.** What learning activities will be used? What can be done to make the program an engaging and high-impact learning experience?

CURRICULUM ELEMENTS

Actions – Actions through which the individual demonstrates s/he masters the UC, i.e., they are the subdivision of the UC into directly observable actions showing that the individual is competent;

Performance criteria – Quality requirements of the UC associated with performance, i.e., quality standards by which the individual is considered competent (the quality level that the actions must have);

Knowledge – The collection of facts, principles, theories and practices related to the field of studies or professional activity;

Skill – The ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and the use of methods, materials, tools and instruments);

Responsibility and autonomy – The ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility

External resources – The set of available resources which aid in the foreseen actions.

OBJECTIVES

What are the main objectives of the unit?

LEARNING OUTCOMES

ACTIONS

Which actions is the trainee supposed to be able to perform?

PERFORMANCE CRITERIA

What level of performance the trainee should demonstrate in performing the tasks?

Upon completion of this unit the learner will be able to:

KNOWLEDGE

What and how deep is the knowledge required?

- Basic general knowledge; -
- Basic factual knowledge; -
- Factual and theoretical knowledge;
- Comprehensive, specialised, factual and theoretical knowledge;
- Advanced knowledge; High specialised knowledge.

SKILLS

What will the trainee be able to do?

Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Responsibility and Autonomy

To which level of autonomy and responsibility?

Responsibility and autonomy is described as the ability of the trainee to apply knowledge and skills autonomously and with responsibility.

EXTERNAL RESOURCES

With what resources?

OBJECTIVES

An e-Portfolio is an online personal space that allows the learner to organise and keep records of her/his learning achievements. Such electronic evidence may include input text, electronic files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression. In this unit, the trainee will learn how to develop an e-portfolio making use of different tools.

LEARNING OUTCOMES**ACTIONS**

To create a personal e-portfolio.

PERFORMANCE CRITERIA

Choosing a tool to work with from a pre-selected list (e.g. Google Sites, Blogger; WordPress; Weebly, Evernote).

Filling all the required fields to complete the registration in the choosed platform.

Using a personal presentation done in advance to create a first post in the e-portfolio.

Upon completion of this unit the learner will be able to:

KNOWLEDGE

Basic knowledge of Google Sites, Blogger, WordPress, Weebly, Evernote.

SKILLS

Distinguish the different existing digital tools to create e-portfolios.

Organise information in a structured way.

Responsibility and Autonomy

Demonstrate autonomy in researching and gathering information actively.

EXTERNAL RESOURCES

Computer with internet connection.

MAIN RULES WHEN DESCRIBING LEARNING OUTCOMES

- ❑ When writing learning outcomes, the learner is always put at the centre, learning outcomes have to be described from the perspective of the learner and not from the perspective of the trainer;
- ❑ The optimal number of learning outcomes depends on the complexity of the educational program;
- ❑ Learning outcomes should be externally verifiable;
- ❑ The learning outcome description should enable the evaluation process to determine if the learner has achieved the learning outcome;
- ❑ Learning outcomes refer to the day of testing, i.e. to what the learner knows and is capable of doing on this day;
- ❑ The same learning outcomes can be achieved in a variety of learning contexts.



TASK FOR WORKING GROUPS

Now its time to design your first draft
of the Curriculum!

1. Title of module

Workload

Learning Unit : 1.....

OBJECTIVES Objectives under this Learning Unit

LEARNING OUTCOMES

Upon completion of this unit the learner will be able to:

ACTIONS

PERFORMANCE CRITERIA

KNOWLEDGE

SKILLS

Responsibility and Autonomy

EXTERNAL RESOURCES

HOW TO WRITE A GOOD SCRIPT FOR A LESSON VIDEO

The Cycle of Learning From Experience

<https://youtu.be/46UkXjbAqG8>

ENTRANCE – WHY?

Give a Reason, Create Curiosity, Make a Promise

You have been learning from your life experiences since the day you were born. As human beings we are born to learn, and our process of learning goes on all the time **without much awareness** but the awareness and understanding of how you learn can **increase your learning power**. One way to describe the process of learning is called the experiential learning cycle.

MAIN INFORMATION – WHAT?

Make Information Clear, Give Examples, Use Metaphors, Create a Story

Once you are experiencing in a particular situation is a gateway to learning about it. Imagine a sailor lost at sea. Reflecting begins the process of learning from the experience by working to notice and understand key aspects of it. Our sailor begins to notice the movement of the stars and thinks maybe I can use the stars to navigate thinking, analyzes these aspects to create conclusions and evaluate decision choices. Our sailor develops some tools to help analyze the stars and applies it to his map. Acting to implement a chosen decision leads back to a new situation with emergent consequences to deal with. With map and navigation tools in hand, he sets off on a new journey but there is always still more to learn as he encounters new experiences. The learning cycle is an idealized model through which we touch all the bases in a learning situation, experiencing reflecting thinking and acting. Individuals however differ in their preferences for the four phases of learning. Their preferences are related to many factors, culture, personality type, life experiences, educational specialization, career choice, and current job. Differences in preference usually lies somewhere between opposing phases of the learning cycle, thinking versus experiencing, two opposite ways of taking in the world. Either through direct sense experience or by concepts about it. And acting versus reflecting, two opposite ways of dealing with ideas and experiences by an inward search for their meaning or by external action in the world.

FINAL MESSAGE – DO WHAT?

Confirm What You Promised, Give the Key Message, Call for an Action!

The more deliberate you are about embracing the opposing phases of the learning cycle the **more effective you will become as a learner.**

INTRODUCTION

You are a team of trainers working for World Health Organization. You are sent to the country named Clevania. The population of Clevania is 3 million and the rate of elderly population is %7. Alzheimer's is one of the main problem among old people. The organization planned several actions for prevention of Alzheimer's Disease. Your mission is to teach a certain physical exercise to Clevanian people in one town. English is the second main language in the country but still not everybody can speak fluently.

This mission is very important for you because you are about to get a promotion in your job. If you accomplish this mission in the given time, this will help you to get a promotion in World Health Organization which you were endeavoring for a long time.

YOUR TASK

Your task is to teach those, who are in the plenary room, a position that is an effective way to fight Alzheimer's. The position you will teach is explained below.

There are two groups of trainees inside the room. You are supposed to be in two teams and get each group of trainees. You will decide to be with whom in the team and to work with which group.

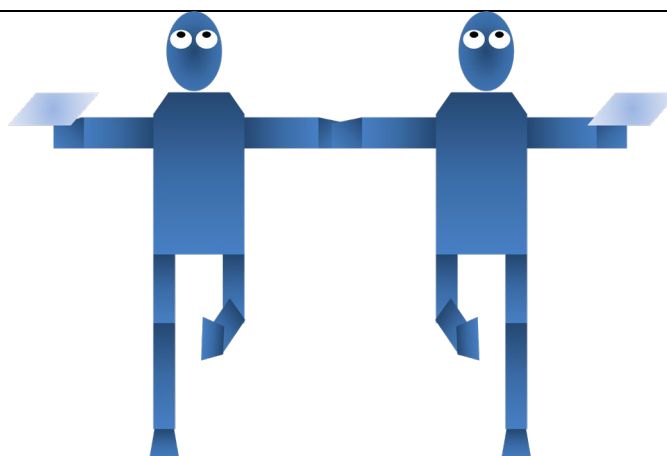
GROUP 1 –YOUTH TRAINERS: The group of Youth Trainers are working mostly with disadvantaged youngster. They are supposed to teach this exercise to the youth and do this exercise during their activities.

GROUP 2 – A MINORITY GROUP: The group of minorities are adults. They believe in a different fate than the majority of the country however they are living in peace within the society.

THE EXERCISE

Two people should stand side by side with their arms open on both sides. While holding each other's hand with one hand, they must carry a paper with the other hand. Both must stand on one foot.

In this way, both should stand balanced, look up to the sky and count from 1 to 15.



YOUTH TRAINERS

You are citizens of Clevania which is a country with 3 million population. English is the second main language in the country.

You are a group of Trainers who are working with mostly disadvantaged teenagers. You are dealing with really problematic youngsters. They are not going to school regularly; there are violence and substance usage problems among them.

Your Municipality obliged you to attend to a training program organized by World Health Organization. You are supposed to learn an exercise and implement it with the youngsters, however this exercise is not officially included into your activity plans which is approved by the main Donor of your organization. You are already struggling with delivering a heavy activity schedule and if you miss any activity by the end of the year, your organization will lose the financial support by the Donor.

MINORITY GROUP

You are citizens of Clevania which is a country with 3 million population. English is the second main language in the country. However, your level of English is not as good as the majority. When people speak fast you don't understand clearly. You understand English only when they speak slowly.

The municipality sent you to a training program organized by World Health Organization however you haven't been informed about the content. Cancer is very common in your community and you thought that World Health Organization might do training programs about the prevention of cancer.

You believe in a different fate than the majority of the country, you are living in peace within the society. According to your fate women and men, who are not relatives, cannot make physical contact. If you make any physical contact with an opposite sex, you have to sing a song for 10 seconds in order to be purified.

VOLCANO ERUPTION

THEME	GROUP SIZE	TIME	TYPE	COMPLEXITY
Negotiation, Conflict resolution, Group Work, Group dynamics, Communication, ICL/prejudges, assumptions and non-violent communication	15-27	90-120 min	Role-play	Medium



OVERVIEW

This activity explores interaction and negotiation between three different groups/parties having some similar and different interests both between groups in general and between individuals within the groups in particular.



OBJECTIVES

To experience real conflicts that can arise in meeting needs of different parties. Conflicts of needs, interests and values, between groups and individuals.
To develop communication, debate, negotiation, and analysis skills.



MATERIALS (HAND-OUTS)

General Description Group-Cards
Role-cards
Group-tags (to identify different parties)
Resource-cards:
1- IDOL,
36 - FOOD RATIONS,
1 - GUN (Pistol) with 1 bullet
1 - GUN (Pistol) without bullets
1- Gathering tools
1- PIECE OF GOLD
Envelopes
Masking tape (paper scotch)



PREPARATION

Prepare role-cards from the hand out, and the descriptions of the problem.
Prepare group-tags for the different parties/groups that will be represented at the activity.
Prepare resources.
Prepare three distant/isolated locations. It will be initial/starting locations of each of the party/group.



INSTRUCTIONS

Stage 1. Intro, enter the role-play (10-15m)

1. Divide group in three parties. Try to keep the number of people balanced, more or less equal in each group. Decide who will be **TRIBE "LODI", SURVIVORS, EXPEDITIONERS**.
2. We recommend creating an immersive gaming environment. See *Immersion option recommended below, or create your own.
3. Take groups to their initial/starting locations.
4. In each group read the **General Description-Card**. Leave the description-card to the participants, so they can read it again. (Explain if something not clear). After 5 minutes, before groups start to interact take the description sheet away.
5. In each group distribute **Role-Cards** and **Group-Tags**. Give time for people to read their roles and make sure everyone understands their role. Make sure they stick group-tags on a visible place on themselves. According to the roles, distribute resources (**Resource-cards**). Do not show exact resources you distribute, you can do it in envelopes.
6. Explain basic general rules:
 - Participants cannot show their **Role-Cards** to each other.
 - Participants can decide if they want to share some or full information from it. Whatever they decide to share they can do it verbally, but not showing **Role-Cards**.
 - Participants must wear **Group-Tags** visible for others, all role-play activity.
 - Some of the **Group-Tags** are two-sided. One side is showing just group belonging, other side – is showing group belonging and the specific role inside the group. Participants can decide which side they want to make the tag visible for others.



- Participants need to reach their aims and survive. (Don't give any hints how they will survive, neither to the group or an individual, let them decide)
- Participants need to follow the pre-defined circumstances and their roles.
- In order to reach their aims they can do anything without real violence or threat of harm to people.
- Trainers do not take part in the activity, they are observers and moderators. The moderator can stop activity at any time.
- If any activity principle is not respected, moderator can/should point it out and correct participants.



Stage 2. Action (45-60m)

1. When intro is finished start the timer/role-play activity.
2. Open space for participants and parties to fulfill their aims and needs. Do not tell them exact time when volcano will erupt.
3. Only Shaman from **TRIBE "LODI"**, can get information how much time left till the end when volcano will erupt. (inform when left 30m, 20m, 10m, 5m, 1m). Explain it by the fact that "Spirits" are talking with Shaman and they are telling him/her how much time left.
4. If decision was not made till the end of the time volcano will erupt, all the tribes die. Announce the end of the activity.
5. If the decision was made and everyone agrees - announce the end of the activity.
6. If part of the participants escape and other are still in process of finding solution for them, wait until they make their decision or time ends and then announce the end of the activity.



Stage 3. Closing, finish the role-play (5-10m)

1. Gather all the participants and make de-rolling activity. Standing in the circle, take-off your **Group-Tag**, (can tear it up) through it in the middle and say loudly - "I'm not the '**ROLE**' anymore, I'm '**OWN NAME**' now!". For example "I'm not the **Captain** anymore, I'm John now!"
2. *Optionally. If you feel it is needed, do extra de-rolling activity, for example "mazinga", "shower", or any other activity you know.
3. When you finish de-rolling invite people to bring their chairs into a circle for the debriefing.



Stage 4. Debriefing and evaluation (30m)

Facts and feelings

- How did you feel during the game? / How was it for you?
- How did you feel being in your role? How easy was it to identify with your role? Why or why not?

Analyse - process

Ask the participants what they feel about the process they have just been through:

- Did you succeed in the position of the person you were playing? Why? What was the most difficult being in your role?
- What strategies did you have as a tribe or individual? Were they successful?
- Which strategies did you observe from the others?
- Did you experience any dilemmas? What were they?
- What was the main conflict point in the activity?

Analyse-result

- Were you surprised by the result of the activity? How much influence do you think you (in your role) had on the result?
- Did interaction with other people or groups change your approach or attitude towards the problem?
- What do you think can be other solutions in this situation? What/How?

Conceptualisation application

A. (Topic Conflict)

- What conflict types did you observe in this activity?
- Do you see any similarities with real life? Can you think of any real-life links? Your own experience?

B. (Topic Communication)

- What communication strategies were dominant that you observe in this activity? Were they effective? Why, why not?



- What could be your personal approach in a similar situation in real life? How do you go about different types of conflict in real life? How do you deal with value-base conflicts? Or conflicts that cant be solved in win-win?
- What from of the discussion can be useful for you in real life? What ideas you may apply?
- Have you ever observed similar strategies in the real life? In which circumstances? Please share the experience... What was the result? Can you connect them to your own experiences?
- What a term efficient communication means for you? What is non-violent communication?
- Which patterns of communication you can identify in your own communication preferences in similar situations? What do you want to change? How?
- Reflecting all this, how do you think you can train your communication competences? What do you need for this?
- What from of the discussion can be useful for you in real life? What ideas you may apply?

C. Topic ICL/prejudges, assumptions and non-violent communication)

- Why do you think this conflict situation appeared? What caused it?
- Do you see any cultural causes in miss-communication and misinterpretation of the behaviour of different roles? What were that?
- Can it happen in real life? Can you bring an example?
- How much cultural awareness can help in the similar situation? What do you mean by culture? How in overall it affects the way we see the world? What are your own cultural patterns?
- (Can bring [Cultural Iceberg Model](#) or [Bennett scale](#) and ask participants to reflect)
- What can help in avoiding cultural misunderstandings? How can we break our personal stereotypes, assumptions and prejudices?
- Next time when you are in a similar situation what will you do?



*IMMERSION option (recommended)

It is good to start first stage with the big group from **immersion in to the environment**. What you can do is:

- Put background sound (that remind nature and island environment). This for example:

<https://www.youtube.com/watch?v=DGIXT7ce3vQ>

- ask participants to close their eyes, imagine they are on the island and shortly describe the place.

Immersion Description:

“Close your eyes. Imagine you are on the island in the middle of the ocean. Feel the bright sun warming your body. Light breeze from the ocean brings freshness and smells salty for you. Hot sand heating your feet. Birds singing in the jungle and seagulls circling over the ocean.

Walk around... Look around... What you can see?

In the middle of the island, you see a big impressive mountain. It surrounded by a green jungle that covers most of the island. Bright and soft sand on the shore connects the jungle and ocean. Waves calmly and peacefully wash the sand. And endless ocean surface flees beyond the horizon.

This place looks like a paradise...

But not for long... Soon, the situation will change, and island won't be so peaceful and friendly anymore...”

After divide the big group and follow the stage 1.



CLARIFICATIONS, SUGGESTIONS & TIPS FOR FACILITATORS

1. The initial/starting **Party Locations**:

- Better if they are **distant** (isolated) and divided by free space (corridor, yard...) Ideally you should have private space (room) for each group. Where they can discuss, plan, share ideas and work safely.
- They can visit each other. Or they can meet on a **neutral territory**. Here corridor, yard or some other space might be useful.
- **TRIBE LODI location** is initially **hidden**. (so better if the most distant place is their location) Other parties cannot visit them, until they show the way to them.



- Locations of SURVIVORS and EXPEDITIONERS are well known, everyone can visit them.
 - It is good to **indicate initial/starting party locations** with some decorations or just picture stating the location affiliation. (you can use some illustrations from the hand-outs)
2. Best way to run this activity is together with **2 co-facilitators** (moderators) in order to be present and moderate the work of three parties in parallel.
 3. One facilitator should be the **Timekeeper** and inform Shaman about the time left. Explain it by the fact that “Spirits” are talking with Shaman and they are telling him/her how much time left.
 4. **Not giving exact time** of Role-play Action stage will give you **flexibility** with time. If you see that it is important to the participants to have more time and you have it available, you can add it. Or to announce time often if you want to empower interactions.
The activity could benefit from having more time available, particularly during the action stage, in order for people to have more space to interact, try different strategies and communicate more.
 5. **Roles are allocated** randomly in order to save time. You may also give choice of the roles for the participants, but just by the role name, without reading content of the role. Remember participants can’t read or show each other’s **role-cards**. They should decide themselves what they want to revile).
 6. To make sure participant **respect the rule of not showing Role-Cards**, you can collect them after they got familiar with their content.
 7. Use of **GUN (Pistol)** – a weapon one gun can be armed with 1 bullet at the time. The owner (holder) of the Gun can declare that he/she used (shoot) it at any time. If the shot was aimed at one of the players that person “die”, stop playing his role and become “Ghost”. He/she can be observers of all activity, without communicating or influencing action only how until Closing Stage 3. Then he/she can back to the group, deroling and discussion.
 8. If the simulation gets **out of control** – for example, because people start to use violence, refuse to act, or become emotionally unstable you should **Stop the Activity** and stabilise the process and the group. If going back to the activity is not possible process to the next stages closing and debriefing.
You can use this in the debriefing at the end to discuss the difficulty and why it happened.
 9. During the debriefing, it is very important to avoid repeating the simulation. People need to **detach** themselves **from the role** they played in the activity in order to be able to reflect properly on what they have been through. You should help them to look back on the simulation with their normal “hats” on, rather than in their assumed roles.
 10. **Free spirits** characters can be added as much as you need, giving flexibility with the number of players.



VARIATIONS

Depending on the aims and topic you use this activity for, you can adjust it to the needs of your group. You can add characters or take some of them out.



ROLE-PLAY GAME DEVELOPMENT

Educational game “Volcano Eruption” (version 2.0)

Developed by: - Andrzej Kula
- Ioseb Saginashvili
- Ieva Jakubauskaitė

Adopted by: - Academy of innovation (<http://academy-of-innovation.com/>)

Graphics by: - Eduard Oganyan

Developed in the frame of project “Homo ludens”

Organised by Csoport-téka Egyesület and Academy of Innovation



With the support of the Erasmus+ Programme of the European Union

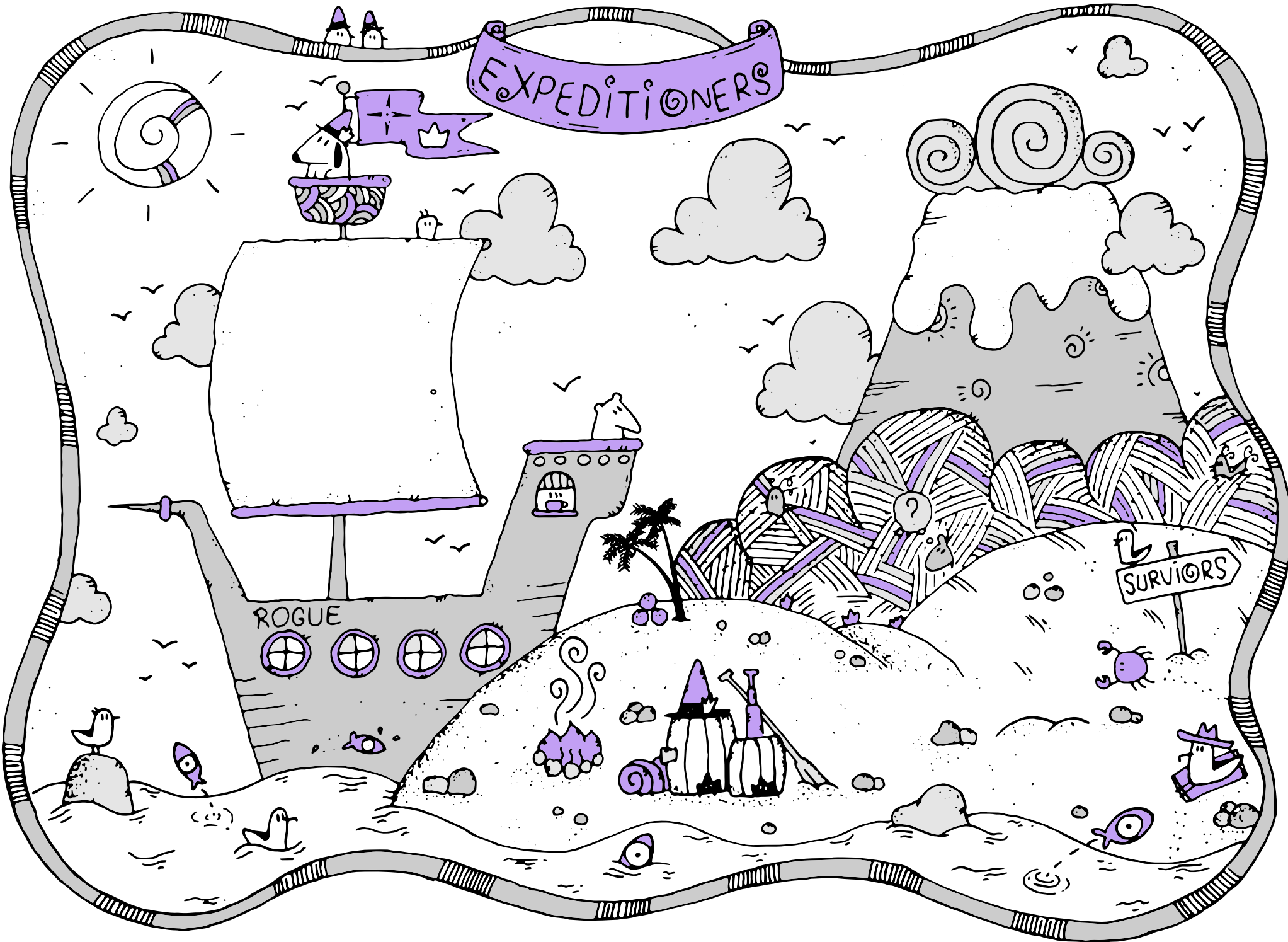




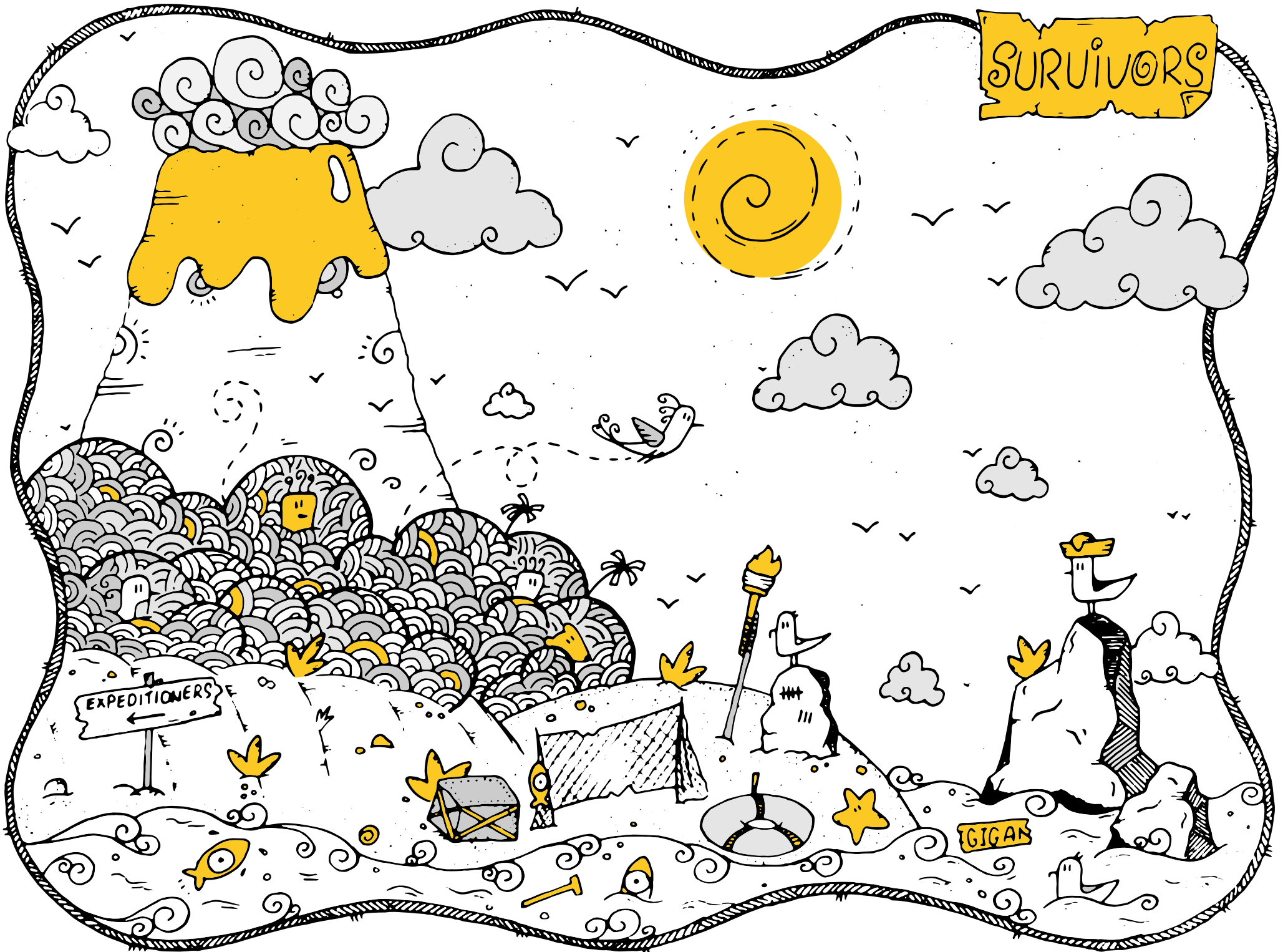
HAND-OUTS list

1. Illustration - initial/starting party location EXPEDITIONERS
2. Illustration - initial/starting party location SURVIVORS
3. Illustration - initial/starting party location TRIBE LODI
4. General Description-Cards
5. Resource-cards
6. Resource FOOD RATION-cards
- 7.1 Role-cards EXPEDITIONERS (1st Front side)
- 7.2 Role-cards EXPEDITIONERS (2nd Backside)
- 8.1 Role-cards SURVIVORS (1st Front side)
- 8.2 Role-cards SURVIVORS (2nd Backside)
- 9.1 Role-cards TRIBE "LODI" (1st Front side)
- 9.2 Role-cards TRIBE "LODI" (2nd Backside)
- 10.1 Group-tags EXPEDITIONERS (1st Front side)
- 10.2 Group-tags EXPEDITIONERS (2nd Backside)
- 11.1 Group-tags SURVIVORS (1st Front side)
- 11.2 Group-tags SURVIVORS (2nd Backside)
- 12.1 Group-tags TRIBE "LODI" (1st Front side)
- 12.2 Group-tags TRIBE "LODI" (2nd Backside)





SURVIVORS



LODI TRIBE





THE EXPEDITIONERS



You are EXPEDITIONERS who arrived on this island with an expedition mission. You meet the local Tribe here. You send your Representative to negotiate in the jungle. You hear a scream and find your delegate killed. You decide this is a hostile tribe and attack them in revenge. You take their idol during the raid. But one night, the tribe Scouts robs your ship and steals all your food supplies. So you can't sail anymore, if you depart now - you'll die from starving.

And of course, trouble doesn't come alone, the **volcano** suddenly starts to shake and wake up. So you see that very soon an **eruption** will start and everyone who stays on the island will die.

**Your aim is to survive!**

To escape from this island you need a sailing vessel and food. *

- you have a **ship**.
- you start as a group with 1 FOOD RATION*



*1 FOOD RATION can feed 1 person throughout the trip.



THE TRIBE "LODI" - You don't know where they are located. They are hidden and you can't find them.

You know that not all of them speak your language.
You are sure they have what you need, enough food!



THE SURVIVORS - you know that recently survivors of a shipwreck landed on the island.

You don't know much about them.
You know where they are located.
You speak the same language.



THE SURVIVORS



You are SURVIVORS of the shipwrecked "Gigantic". You manage to reach this island. But, unfortunately, the island is not very welcoming. The **volcano** is waking up and it will soon **erupt** destroying and killing all those who stay on the island. You meet two groups on the island.

**Your aim is to survive!**

To escape from island you need a sailing vessel and food.

- you have neither a boat nor a ship.
- you don't have enough food.*



*1 FOOD RATION can feed 1 person throughout the trip.



THE TRIBE "LODI" - they are locals. You don't know where they are located. They are hidden and you can't find them. You know they have all you need to escape from the island - boats and the food.
You know that not all of them speak your language.



THE EXPEDITIONERS - you find expeditioners on the island. You know they have a ship, but for some reason they haven't left this doomed place yet...
You speak the same language.



You actually also don't know each other well, if you have a special role, you can decide to announce it to others, or keep it secret.
But the common trouble unites you, you understand that you are in the same situation and you need to work together for a common goal.



THE TRIBE "LODI"



You are **TRIBE "LODI"** you have always inhabited this island. You are a peaceful tribe with strong boundaries and honouring of gods. Volcano as incredible power was always a symbol of god's power. You rarely see strangers on the island. From time to time they pass by collecting some goods and continue their trip. Some of your tribe members even learn their weird language. But most of you don't speak it.



Few days ago some new **EXPEDITIONERS** arrived on the island. You send one of your members (VOICE) to talk to their representative. But when the VOICE returns he tells you that an EXPEDITIONER attacked him, he had to defend himself and kill this person. In the beginning, the tribe thinks it was a mistake, but on the next day, the EXPEDITIONERS attack the holy temple, kill the temple monks and steal a sacred IDOL. After this your tribe hides in the jungle. You can't fight against "Fire-sticks" - EXPEDITIONERS call them Guns.

The next day the **volcano** wakes up and you understand that soon it will **erupt** destroying and killing all those who stay on the island.

**Your aim is to survive!**

You have enough FOOD and BOATS to escape from this island! But the ship of the EXPEDITIONERS blocks the way out from the island.

You are **hidden** from everyone in the jungle. You know where EXPEDITIONERS and SURVIVORS are located.

You have members called **VOICE**, who can communicate with all strangers in their language.

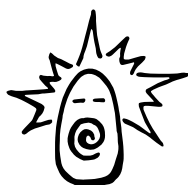


THE SURVIVORS - you know they are new strangers who got to the island. You don't know them and don't know what they want.





SACRED GOLDEN IDOL



Golden IDOL - is a sacred idol for TRIBE "LODI". They believe it is the gift of their Gods and it has spiritual power. They worship their Gods and the idol as it is holy for them.

For the others, it is just a statue made out of pure gold. They value it more for the fact that it is made of precious metal and costs A LOT of MONEY.



PIECE OF GOLD



A piece of GOLD - it is a precious metal as big as the golden IDOL itself and of course it costs A LOT of MONEY.

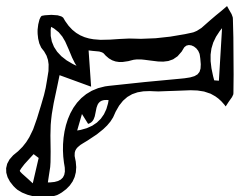
To realise its value, imagine that you can buy your own small island, build a mansion, a small farm and live there in wealth until the end of your days

It is a dream of most adventurers - a treasure, all of them would be glad to find.

Jackpot - You are lucky!



GUN



A gun (Pistol) is a threatening weapon of those times. Wild tribes like the local one call them "Fire-sticks", they fear them and usually do not fight against people with those firearms.

But it is a dangerous weapon for everyone, usually one shot means certain death.

Be careful with such power!

A pistol can be loaded with one bullet at a time.

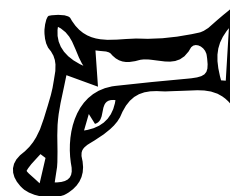
But you can load it repeatedly until you have bullets.

Bullets Available: ____



costs

GUN



A gun (Pistol) is a threatening weapon of those times. Wild tribes like the local one call them "Fire-sticks", they fear them and usually do not fight against people with those firearms.

But it is a dangerous weapon for everyone, usually one shot means certain death.

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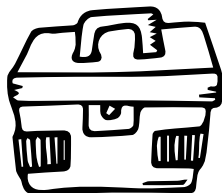
A pistol can be loaded with one bullet at a time.

But you can load it repeatedly until you have bullets.

Bullets Available: ____



GATHERING TOOLS



Gathering tools - you are an expert in the use of those tools. With those tools, you can easily and quickly make a figure that will look like real but won't have special characteristics. For example, without special materials you can easily make:

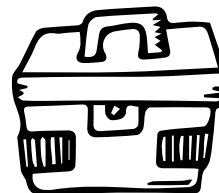
- A GUN - it will look real, but of course, it can't shoot.
- A fake IDOL - it can look like a real golden one, but the paint falls off in a day.

But if you have special material for example a piece of gold you can make:

- A fake Golden IDOL - it can look like a real golden IDOL



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FOOD RATION



FOOD RATION - is an ordinary pack of food enough for one person to survive a long trip or sailing. It contains a well-balanced ratio of all the necessary food and water, which is the most important thing for survival on long trips.

1 FOOD RATION can feed 1 person throughout the trip.

Food Rations Available: ____



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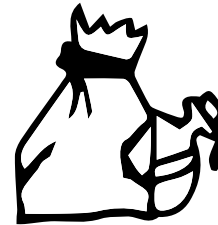
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Food Rations Available: ____



costs

FOOD RATION



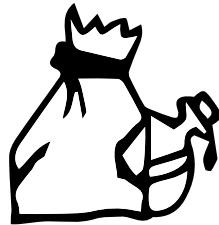
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Captain

You are the Captain of the HMS Rogue and the leader of EXPEDITIONERS. During this expedition, your goal was to get the golden IDOL from a local tribe. Your orders are clear - return to the King with the IDOL, or you will be executed.

You have succeeded and have stolen the IDOL! But most of your crew died in the raid. Then the tribe stole your food supplies. So you don't have enough crew and food to escape from the island.



You are in possession of the golden IDOL



You have a gun with 1 bullet. Don't waste it!

"Remember failure is not an option!"



First Mate (2nd in command)



You and the Captain are the only remaining officers. You believe that the TRIBE might be willing to help you if you return the IDOL. But for now, they are believed to be hostile towards the EXPEDITIONERS.

You wish to convince your captain to find a peaceful solution!

Use your skills to find a reason for him to listen to you and gain the support of your fellow crew members to fulfill your goal.



"Coming here was a mistake..."



Black Jack

You are one of the few EXPEDITIONERS from HMS Rogue ship and an experienced sailor. The rest of the remaining crew are your commanding officers, listen to their orders.

Remember you want to survive and get home! The tribe killed your friends, you can't forgive them for this.



"...they have to pay for that!"



Adam



You are a crew member, and you have already been on this island before and you fell in love with a local girl from the TRIBE "LODI" with the strange and wonderful name Eleven. You come back to take her home. You didn't know if Eleven will be willing to go with you, but in this crisis situation you are sure you want to save her and take her from this island. You can not live without her!

Of course, you would like to live happily ever after with Eleven. But you're ready to sacrifice yourself in order to save her and rather die than let her suffer!



You don't know the language of the TRIBE "LODI", but the **power of love** somehow helps you communicate with Eleven. You can talk and understand your love mate, but only her.

"I will die for her!!!"



Silver

You are a crew member and an adventurer. You are interested only in how many coins are jingling in your wallet. And you join expeditions only with one goal - to find treasures and get rich. Fate was kind to you and on the raid to the tribe's temple you stole a big piece of GOLD, as big as golden Idol itself. And nobody noticed it, so you don't have to share it!!!

Your joy didn't last too long, as you are stuck on the island and the volcano is waking up. You don't want to die especially when your goal is almost achieved.



You possess a big piece of GOLD, as big as golden Idol.

"This is my precious...!!)"



Crew member



You are an ordinary crew member (FREE SPIRIT). You are hired for this mission, you just do your job, and want to survive. You know that your crew has a problem, you cannot leave the island without food provision. At the same time, you can't stay, you know that the volcano can erupt any moment.

You are a FREE SPIRIT character. In addition to what has been described above, you can choose how to behave in this situation and add any characteristics to your personality. For example:

- You can imagine how you would personally behave if you got in such a situation.
- Or you can create your own character in this situation.




"I have to survive!"







Sergeant- Ryan

You are the ex-military commander on your way home. You will do anything necessary to see your Family again. Use diplomacy, the position of power, and equipment to leave this island. Your goal is survival with the group or alone.


 You are carrying 2 FOOD RATIONS (enough for 2 people)


 You have a Pistol without bullets (but only you know that)


 **"I will survive for my Family!"**

Dude

You are a construction worker on your way home from your grandpa's funeral. Filled with sorrow you just want to get out of this island and this group of survivors seems to be the only way.


 You received a box full of your grandpa's GATHERING TOOLS, although they don't seem to be of use here.

 But also you find some food. (you have 1FOOD RATION)

"WHY it is happening to me...???" 


Handsome


You are a parent of two Scouts. You love them very much; you do whatever it takes to save them. You are ready to kill, steal, fight, negotiate, or sacrifice yourself for them. Anything for their survival!
BUT it does not mean you want to die, you also want to escape from this deadly island together with your kids.


"I will give anything for the life of my kids." 


Scout 1


You are the child of HANDSOME. You love your parent a lot and you would follow him/her anywhere as long as you are together. You are young, but you want to help any way you can. You have scouts equipment that contains a lot of tools someone could use to gather resources. And as a scout, you learned exotic languages. You know TRIBE "LODI" language.

 You can speak with the others (strangers) only if your parent allows it.

 You cannot travel without your parent


 You can communicate with TRIBE "LODI"


 You are carrying GATHERING TOOLS.


"I do whatever my parent says." 


Scout 2


You are the child of HANDSOME. You love your parent a lot and you would follow him/her anywhere as long as you are together. You are young, but you want to help any way you can. You have scouts equipment that contains a lot of tools someone could use to gather resources. And as a scout, you learned exotic languages. You know TRIBE "LODI" language.

 You can speak with the others (strangers) only if your parent allows it.

 You cannot travel without your parent

 You can communicate with TRIBE "LODI"

 You are carrying GATHERING TOOLS.


"I do whatever my parent say." 

SURVIVOR

You are an ordinary person (FREE SPIRIT). You were unlucky to take this Gigantic ship that sank in the middle of the voyage. But you were lucky enough to be one of the few who survived. You were unlucky to get to an island that will soon be destroyed by the volcano. And lucky, as there is a ship on the island on which you can escape. You want to survive!!! So let's check whether you are lucky or not?!

FREE SPIRIT character. In addition to what has been above, you can choose how to behave in this situation and add any characteristics to your personality. For example:

- You can imagine how you would personally behave if you got in such a situation.
- Or you can create your own character in this situation.

"I have to survive!" 



Shaman

You are the spiritual leader of the Group. Your duty is to preserve and follow your sacred Traditions. The IDOL is the sacred gift of the gods. The theft of it has angered IDOL has offended the gods and they have expressed their anger by a volcanic eruption. Your goal is to retrieve the IDOL at any cost! Use your position in the tribe to convince others of your beliefs.

You know that the volcano eruption can be stopped if the idol is returned to you and your tribe!

"What's the point of life when you defy your Gods?"

Tribe Leader

You are the leader of the tribe. Your main interest is tribe survival and saving them from extinction. You are not a fanatic, but respect the Gods and the opinion of the Shaman, even if you do not agree with the shaman or the will of the gods. You understand that people honor the Gods and prefer to listen to the shaman and follow what he says. You do not trust and are afraid of the EXPEDITIONERS. They are uninvited strangers who came to your land, first attacked your fellow tribesmen, then killed many of your brave defenders and, among other things, stole your sacred IDOL. You believe that it has angered the gods and therefore a volcano eruption is coming. And soon you will all die. You want to save your people and return the IDOL! You control a lot of food available 30 FOOD RATIONS

Voice 1

You are a unique tribe member, you know the language of strangers. You are a curious soul, you like newcomers that is why you learned their language, you like to communicate and discover new things. You are afraid of EXPEDITIONERS. You hear they attacked your tribe and stole your holy IDOL. You don't know anything about SURVIVORS and how to address them, maybe they are also a threat or maybe God has sent them to save you...?! You like your leader and are ready to follow him/her, and ready to help your tribe to survive.

You can communicate with everyone including EXPEDITIONERS and SURVIVORS.

"I wonder what's there ...?!"

Voice 2

You are a unique tribe member, you know the language of strangers. You are a curious soul, you like newcomers that is why you learned their language, you like to communicate and discover new things. You are afraid of EXPEDITIONERS. You hear they attacked your tribe and stole your holy IDOL. You don't know anything about SURVIVORS and how to address them, maybe they are also a threat or maybe God has sent them to save you...?! You like your leader and are ready to follow him/her, and ready to help your tribe to survive.

You can communicate with everyone including EXPEDITIONERS and SURVIVORS.

"I wonder what's there ...?!"

Eleven

You were born on this island as the eleventh daughter of the LODI tribe leader. You love your island, your father, and have faith in Gods. And you believe that this faith will bring you the love of your life. You meet Adam - one of the EXPEDITIONERS. He visited your island with previous expeditioners. He left and promised to come back to you, and he did. He is one of the new EXPEDITIONERS crew. BUT suddenly things start to fall apart, the death of the Representative, the attack of the EXPEDITIONERS, the stealing of the IDOL and finally the awakening of the volcano... You feel lost, you don't know what it means and what to do... But the only thing you know for sure... YOU LOVE HIM!!! You don't know the language of the TRIBE "LODI", but the **power of love** somehow helps you communicate with Adam. You can talk and understand your love mate, but only him.

"I can do nothing I love him..."

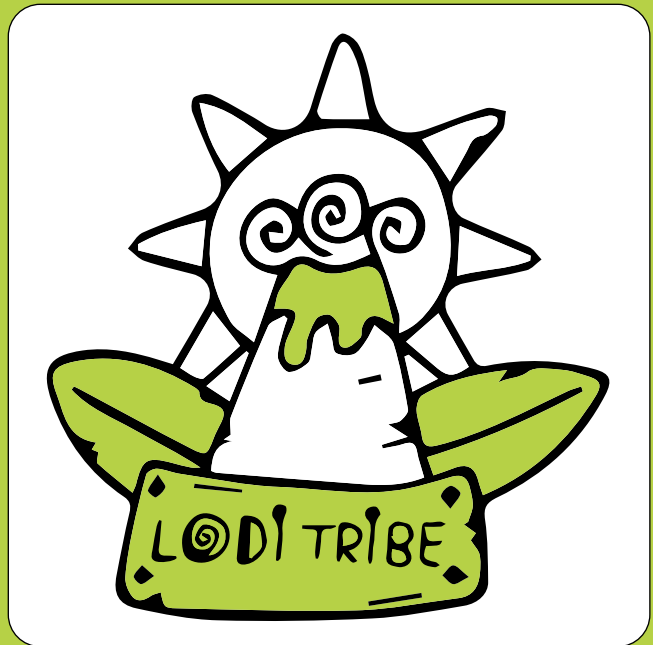
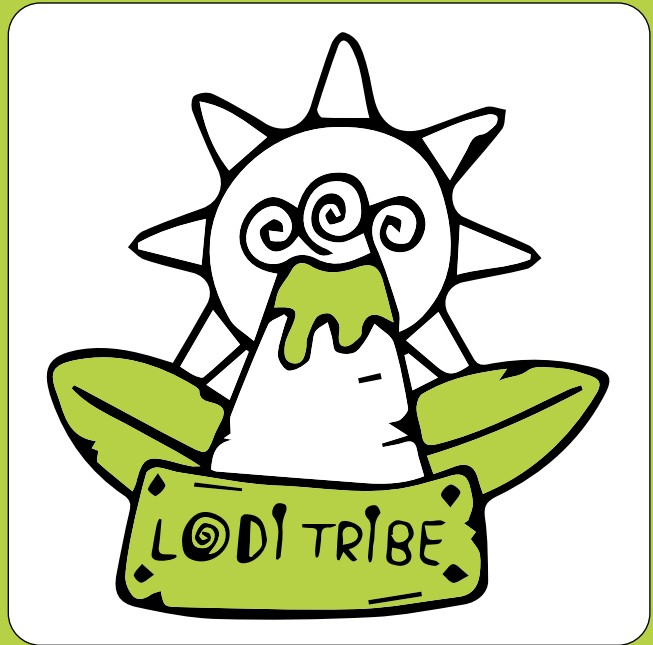
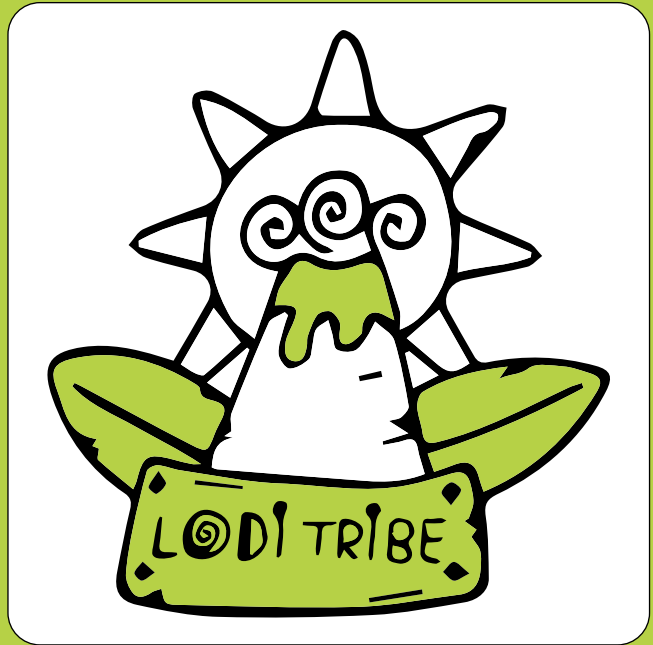
LODI habitant

You are a common habitant (FREE SPIRIT) of this island and part of the LODI Tribe. As everyone in the tribe, you respect and listen to your Leader. You honor and fear your gods and obey their will. You believe the reason the volcano woke up is that you lost the IDOL and the Gods are angry with you. You want to survive!

FREE SPIRIT character. In addition to what has been described above, you can choose how to behave in this situation and add any characteristics to your personality. For example:

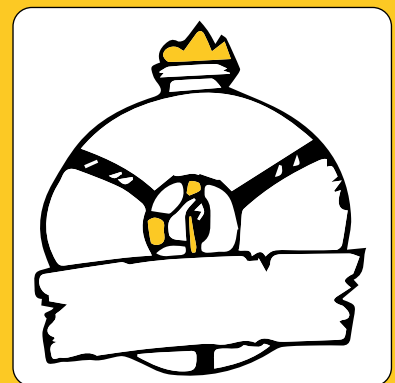
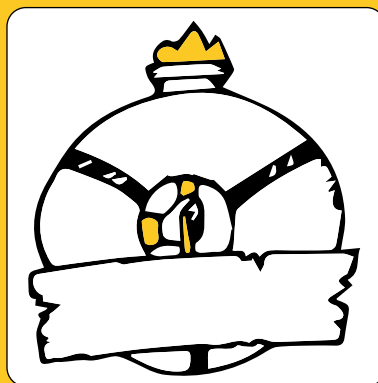
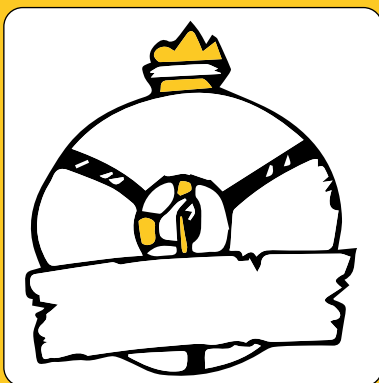
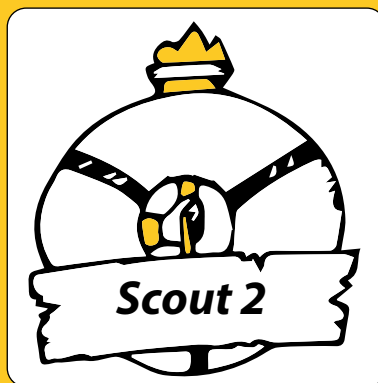
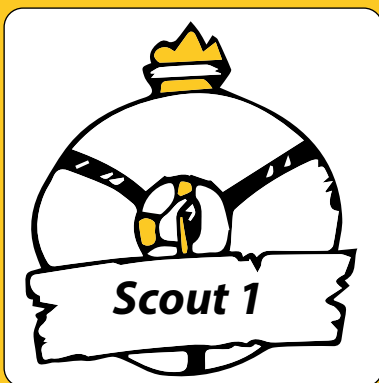
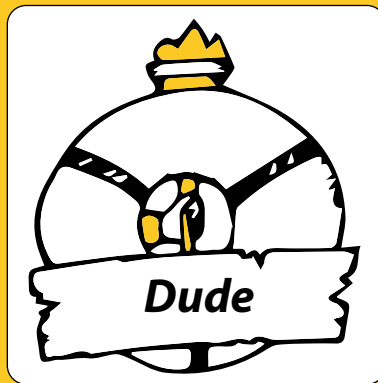
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- Or you can create your own character in this situation.

"I have to survive!"











12.1 Group-tags

TRIBE "LODI"

1st Front side

