

Train the Trainer Curriculum



**BEYOND
RETIREMENT**

A migrant integration resource

Project Title:

Beyond Retirement – A Migrant Integration Resource

Project Acronym:

BRAMIR

Project Number:

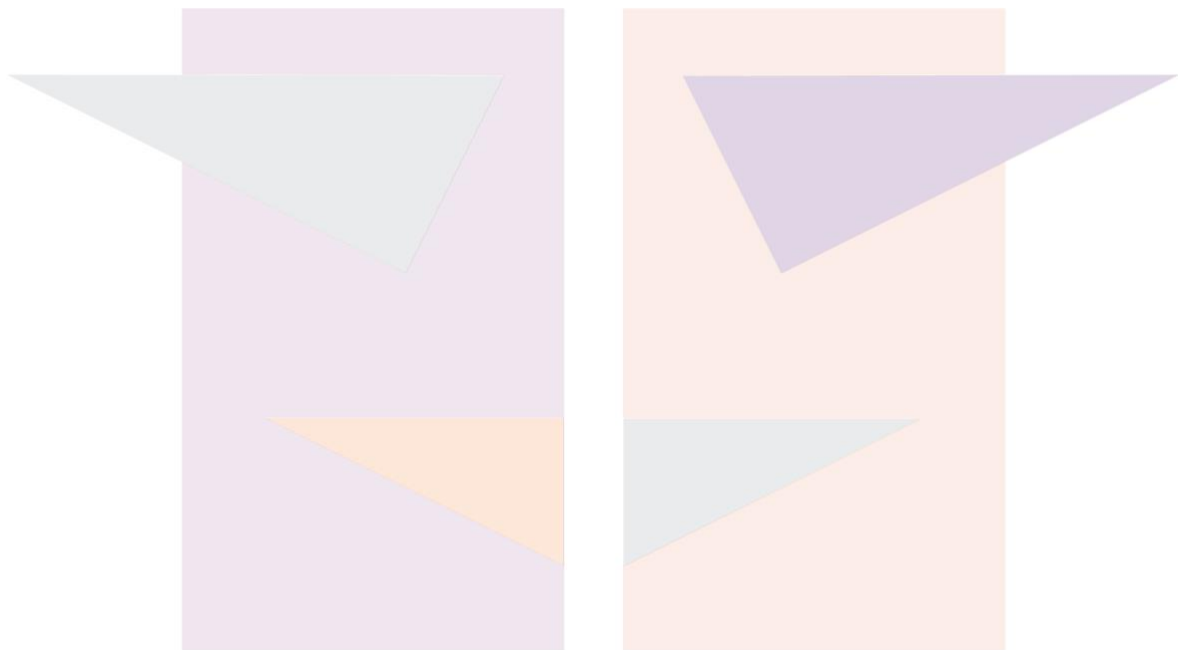
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Introduction to the BRAMIR Train the Trainer Curriculum

The aim of this curriculum is to harness the potential of senior volunteers to support migrant integration and to ensure quality outcomes for both senior volunteers and migrant communities involved in the BRAMIR matching partnerships.

To achieve these aims, the BRAMIR consortium have worked to develop targeted training curricula and resources which address the identified needs of senior volunteers and migrants.

The Train the Trainer Curriculum is aimed at senior volunteers solely and aims to develop the knowledge, skills and competences of senior volunteers so that they can build quality mentoring partnerships with individual migrants and support their social, cultural and economic integration locally.

This document presents the training content to be covered in the face-to-face delivery of the BRAMIR Train the Trainer Curriculum. As such, it provides a comprehensive framework, including innovative pedagogical approaches and tailored training/learning materials. It is structured in two main parts:

- ➔ **BRAMIR Tutor Manual**, offering theoretical background and step-by-step guidance to implement the BRAMIR Train the Trainer Resources;
- ➔ **BRAMIR Toolkit of Train the Trainer Resources**, offering practical materials, including activities, hands-on content, worksheets and templates, to be implemented directly with senior volunteers in a classroom/face-to-face setting.

The training programme is developed based on the learning outcomes defined in the “O1 Summary Research Report” and is available in all participating countries’ languages; namely German, Greek, English, French, Italian, Romanian and Finnish.

Beginning the BRAMIR Train the Trainer Curriculum

In addition to the notes for the Tutor provided throughout the curriculum, the following are specific considerations which should be bore in mind before this curriculum is delivered:

- Before commencing the training, consider asking all learners why they are participating in the BRAMIR Train the Trainer Curriculum and what they think they will gain from it?
- Find out from the learners what their previous work and education experience has been – it is important to identify the skills in the room.
- Determine the expectations of the learner – find out what they know already and what they want to know by the time they have completed the curriculum. Make sure that their expectations are in line with what is possible with this curriculum.
- Emphasize that this training is here to support them in working as migrant integration advisors within their communities, and that it is not here to set the agenda for their future integration work.
- Remind learners that this training is only a starting point to help them to begin their work, within migrant communities, of assisting those who are furthest from service provision. It is not a comprehensive training programme that will give them all of the knowledge they need to help others, but it will provide the skills they need to perform these functions.
- The aim of this curriculum is to support senior volunteers in their new roles as migrant integration advisors. Tutors should therefore work towards getting learners away from being dependent to acting independently and taking control of their own learning. This will support them to be more confident when they begin to participate in their mentoring partnerships with migrants.



BRAMIR
Tutor Manual

BRAMIR Train the Trainer Curriculum: Overview

The BRAMIR Train the Trainer Curriculum comprises eight modules of learning outcomes, which take into account the complexity, range and level of learning and competence development expected.

The suggested duration of this curriculum is 150 hours of total learning, as presented in the table below:

Module No.	Module Title	Average duration
1.	Intercultural Awareness, Understanding and Communication	18h
2.	Relationship and Interpersonal Skills	18h
3.	Personal Effectiveness and Self-management	18h
4.	Critical thinking and Problem solving	18h
5.	Communication, Language and Group Work Skills	18h
6.	Facilitation Skills	18h
7.	Tutoring Skills	18h
8.	Basic IT Skills	18h
	Assessment	6h
Total		150h

While this is the suggested duration of the curriculum, this curriculum has been designed to be flexible and modular in nature. This means that it is the discretion of the Tutor delivering the training to amend the curriculum content and the activities to be delivered in line with the training needs of the senior volunteers completing the curriculum. Therefore, the Tutor can decide to omit certain modules or activities, or to dedicate more time to certain modules, dependent on the needs and preferences of their learner group.

Objectives of Each Curriculum Module

1. Facilitate the empowerment of senior volunteers to become agents of migrant integration within their own communities, and to develop their confidence and competence in this role.
2. Explore the barriers and challenges which exist to migrant integration in the host country and empower the learners to identify how these challenges can be overcome.
3. Develop self-resilience and independence in the learners to take control of their own learning.
4. Build the confidence of learners to lead intercultural groups.
5. Identify and adapt to specific learner needs in each situation.

Techniques and Methodologies to be used

When planning how you will deliver this curriculum, consider the following techniques and methodologies:

1. Don't overload learners with theoretical content and presentations, keep learners engaged and active through group discussions and role-play activities where possible.
2. When delivering theoretical content, consider including anecdotes and stories which will contextualise the theory in a real-life setting.
3. When using anecdotes and examples, ensure that they relate directly to the group.
4. This is a modular curriculum which does not have to be delivered in any particular sequence. When determining which units will be delivered, begin with the learner's

previous learning, their background and their skills previously developed and use this as a guide to what should be taught. Progress from the known to the unknown.

5. Use logical sequencing of topics.
6. Allow ample opportunities for learners to ask questions and to provide feedback.
7. Be flexible and if learners show more interest in one topic than another, be prepared to spend more time answering their questions and giving examples.
8. Use a variety of sensory modes and visual cues to appeal to the various learning styles in the room.
9. Respect the past experiences of the learners.
10. Practice active listening techniques when engaging the learners in group discussions and activities.
11. Speak clearly and bridge one topic to the next.
12. Summarise and recap at the end of each session.
13. Be aware of the learners' body language. If learners begin to show signs of boredom, introduce an activity or a group discussion. Ensure that all learners are engaged and stimulated at all times.
14. As the learners progress through the curriculum, gradually begin to ask them questions to test and reinforce their learning.
 - a. During the curriculum, ask questions such as: Why are we doing this exercise? What does the experience mean to you? What did you learn from doing this exercise?
 - b. At the end of the curriculum, learners should be able to relate the experience of what they learned to how it can be applied in real life. At the end of the curriculum, ask questions such as: How can you use what you have learned in your life? What can be done differently in a similar situation? What might help or hinder the use of what you learned?

BRAMIR Tutor Manual

These modules and units are designed to provide flexibility in planning, conducting and evaluating the training programme. The curriculum is designed to allow learners the opportunity to develop their skills and competences based on their own needs and aspirations. All of the content required for the delivery of the programme is available through the project website and e-learning platform, which can be accessed at: www.bramir.eu.

This is a modular curriculum so the units can be used independently of each other and can also be lengthened or shortened depending on the level of training and expertise of the learners.

Each unit is presented in the following format:

- Overview of learning hours;
- Learning outcomes;
- Training Delivery and Methodologies to be used;
- Time required;
- Materials and resources required;
- Proposed evaluation techniques;
- Assessment, if applicable;
- Links to further reading.



MODULE I

Module 1: Intercultural Awareness, Understanding and Communication			
Lesson Plan for Module 1 Face-to-Face Session 1			
Learning Hours		Face-to-Face	Self-study
9h		2.5h	6.5h
Learning Outcomes	<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Develop basic Intercultural Awareness ❖ Understand different communication styles across cultural divides ❖ Adapt their communication style for working with diverse groups and migrants ❖ Interpret non-verbal communication in different cultures ❖ Understand common 'rules' of non-verbal communication in different cultures ❖ Understand social norms and customs in different cultures 		
Time	Materials	Learning Activities/Advice for Tutor	Resource
25 mins.	Flipchart; Markers	<p><i>A.1.0 - Opening Session</i></p> <ul style="list-style-type: none"> ❖ Introduce yourself ❖ Present agenda & learning outcomes ❖ Present the previously prepared flipcharts and take notes if necessary ❖ Ask senior volunteers if they agree with the agenda and the learning outcomes. Do they want to add something? If yes, take a note on the flipchart. ❖ Place the agenda on the wall afterwards, so that it is visible during the whole module. ❖ During the module, tick off the items that have been covered. 	N/A

	Sheet or PPT with questions for each volunteer/ pair	<p><i>A.1.1 - Speed-dating (Ice breaker)</i></p> <ul style="list-style-type: none"> ❖ Volunteers should get to know each other and get in the right mind-set for the module. This exercise is also important for generating a friendly learning environment. ❖ Set up two lines of chairs facing each other and prepare a timer. 	R.1.1
10 mins.	<p>Projector and Screen or suitable blank surface;</p> <p>Laptop or Computer;</p> <p>PowerPoint Presentation;</p> <p>Copies of worksheet R.1.2 for learners</p>	<p><i>A.1.2 - What is culture?</i></p> <ul style="list-style-type: none"> ❖ Very short theoretical input to set the scene. ❖ 6 definitions of culture will be presented and volunteers get a little time (1minute) to choose one or two of the definitions that describe culture in their opinion and take a note. ❖ Then they will be told that all of the definitions are part of the culture and they will be presented with an iceberg model regarding visible and invisible parts of culture. ❖ Tutor should make this part as interactive as possible and do not hurry. Take your time reading out the definitions. ❖ Ask rhetorical questions when showing the iceberg instead of just reading out the key words on the PPT. 	R.1.2
20 mins.	<p>Bowl of fruit (one kind)</p> <p>Copies of worksheet R.1.3 for learners</p>	<p><i>A.1.3 - My Apple</i></p> <ul style="list-style-type: none"> ❖ Volunteers will learn to differentiate between groups and individuals. ❖ They realise that even if their apple is generally an apple and belongs with a group of apples, it still has individual features that make it unique. ❖ If they pay attention to the special characteristics, they will be able to distinguish between all the apples and find theirs again. ❖ Even if a group appears to be homogenous at first glance, if you try and put effort in you will see that there is more than that. ❖ Tutor can choose any kind of fruit or vegetable for this exercise! But present only one kind during the module (only apples or only pears, do not mix the fruit). 	R.1.3

<p>20 mins.</p>	<p>Cards for volunteers with an description of their way of greeting</p> <p>Copies of worksheet R.1.4 for learners</p>	<p><i>A.1.4 – Greeting Game</i></p> <ul style="list-style-type: none"> ❖ Experiencing cultural misunderstandings and finding your group are the aims of this exercise. ❖ Volunteers get a kind of greeting that is practiced in a certain culture. ❖ They have to find their group (at least 3 persons) by greeting each other. Of course, talking is not allowed! <p><i>Discussion</i></p> <ul style="list-style-type: none"> ❖ How did the volunteers feel during this game? ❖ What misunderstandings did they encounter? ❖ How to they explain their experiences? 	<p>R.1.4</p>
<p>60 mins.</p>	<p>Playing Cards according to the instructions;</p> <p>Instruction sheets for every table (collect them before the game starts!);</p> <p>Flipchart and marker for discussion and feedback</p> <p>Copies of worksheet R.1.5 for learners</p>	<p><i>A.1.5 – BARNGA Game</i></p> <ul style="list-style-type: none"> ❖ BARNGA places people in a situation where they experience the shock of realizing that in spite of many similarities, people from another culture have differences in the way they do things. ❖ Players learn that they must understand and reconcile these differences. ❖ To play BARNGA, divide the group into smaller teams of 3 or 4 learners. ❖ Each table secretly has a different set of rules – similar to how different cultures have different customers. ❖ Volunteers switch tables, but are not allowed to talk during the game - of course there will be a lot of misunderstandings. ❖ Tutor should ensure that volunteers are not communicating verbally (speaking/writing). But they are allowed to draw! ❖ Play the game for 5 rounds at 5 minutes a round. <p><i>Discussion</i></p> <ul style="list-style-type: none"> ❖ Ask volunteers about their experiences during the game. ❖ Did they see through the trick? ❖ Why do they think you chose this exercise in the context of intercultural awareness? ❖ What is their take away? 	<p>R.1.5</p>

<p>15 mins.</p>	<p>Flipchart; Markers</p>	<p><i>A.1.6 - Reflection</i></p> <ul style="list-style-type: none"> ❖ Ask the volunteers to share one sentence on what they have learned or what they thought was really helpful/opened their eyes. ❖ Put up the Flipcharts from the beginning of the workshop and go through the agenda as well as the learning outcomes. ❖ Remind them what this module was about and ask what learning outcomes they reached 	<p>N/A</p>
<p>Assessment</p>	<p>Assessment for A.1.3:</p> <ul style="list-style-type: none"> ❖ Involve the volunteers in a discussion about their experience with this exercise by asking the following questions: <ul style="list-style-type: none"> ❖ What is their take away? ❖ Were they surprised? ❖ Can they think of another context where this experience can be applied? <p>Assessment for A.1.5:</p> <ul style="list-style-type: none"> ❖ Tick off the items of the agenda and the learning outcomes that were presented in the beginning, if they have been covered already. 		
<p>Further Reading</p>	<p><i>BARNGA Game:</i></p> <p>Instructions and rules: http://www.acphd.org/media/271383/barnga_instructions.pdf</p> <p>Why play this game? (further reading): https://journals.tdl.org/absel/index.php/absel/article/viewFile/1059/1028</p>		

<p>Module 1: Intercultural Awareness, Understanding and Communication</p>		
<p>Lesson Plan for Module 1 Face-to-Face Session 2</p>		
<p>Learning Hours</p> <p>9h</p>	<p>Face-to-Face</p>	<p>Self-study</p>

	2.5h	6.5h	
Learning Outcomes	<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Develop basic Intercultural Awareness ❖ Understand different communication styles across cultural divides ❖ Adapt their communication style for working with diverse groups and migrants ❖ Interpret non-verbal communication in different cultures ❖ Understand common 'rules' of non-verbal communication in different cultures ❖ Understand social norms and customs in different cultures 		
Time	Materials	Learning Activities/Advice for Tutor	Resource
10 mins.	Flipcharts with agenda and learning outcomes	<p><i>A.1.7 - Opening Session and Ice-breaker</i></p> <ul style="list-style-type: none"> ❖ Put up the flipcharts with the agenda and the learning outcomes and ask the volunteers what aspects they remember from the last workshop. ❖ Give support if they can't think of all the activities from the last time. 	N/A
30 mins.	Flipcharts; Pens	<p><i>A.1.8 – 4 Flipcharts</i></p> <ul style="list-style-type: none"> ❖ Tutor prepares 4 flipcharts and places them around the room. On each of the flipcharts, the tutor writes each of the following questions: <ol style="list-style-type: none"> 1. What is the most important aspect migrants should learn about this country? (If you name more than 1 aspect, rank them in order by indicating 1st place and so on. 2. What are you excited about in the BRAMIR project? 3. Is there something that you are amprehensive or worried about in regard to this project? If so, why? 4. Imagine you are unexpectedly staying in Tokyo/Japan for a week. What kind of challenges will you face? How would you 	N/A

		<p>cope?</p> <p><i>Discussion</i></p> <ul style="list-style-type: none"> ❖ Tutor will summarize the comments on the flipcharts. Read them out loud, if something is unclear ask if the volunteer who wrote the comment would like to explain what they meant. ❖ But remember, it should be anonymous, so if they don't want to share that has to be respected! ❖ Nevertheless, all volunteers are welcome to share their opinions on the comments! ❖ Try to set the comments into context. Why is this exercise important? Tutor should lead a group discussion with the volunteers following this activity. ❖ At the end of the workshop, Tutor should come back to these flipcharts and ask if they feel the same way about their answers or if something has changed based on their new perspectives/experiences. 	
5 mins.	Copies of worksheet R.1.6 for learners	<p><i>A.1.9 – Puzzle Repair</i></p> <ul style="list-style-type: none"> ❖ This game serves the purpose of dividing the group into two halves. ❖ Be careful to keep the balance between male and female volunteers, because that will be important for the next game -There should be at least one man/woman in each group! ❖ Print out the two pictures (if possible on cardboard) – and cut the pictures into as many pieces as there should be members in one group. ❖ Give out the puzzle pieces and let the volunteers find their group. ❖ In the end, they will have a picture of a village and a picture of a builder. ❖ This will indicate, if they are going to be architects or Dardians in the next game. 	R.1.6
65 mins.	Instruction Cards for both groups;	<p><i>A.1.10 – Dardian Game</i></p> <ul style="list-style-type: none"> ❖ Separate the groups, so that they can't see or hear each other. ❖ You will have to switch between both groups and provide support. 	R.1.7

	<p>Scissors, Glue/Tape, Ruler, Pencil, Paper/card board, Glue</p> <p>2 rooms or a room with a divide;</p> <p>Copies of worksheet R.1.7 for learners</p>	<ul style="list-style-type: none"> ❖ Be careful, don't tell them too much! ❖ The exercise is not easy, but it is supposed to bring them out of the comfort zone! 	
20 mins.	<p>Flipchart and marker for discussion and feedback</p>	<p><i>A.1.11 – Final Discussion</i></p> <ul style="list-style-type: none"> ❖ The volunteers will have lots of new experiences and it is crucial to give them time and space to exchange opinions and share their personal feelings and experiences. ❖ Only then they will be able to internalize the messages of the exercises. ❖ Using a flipchart and marker, ask the volunteers to list what they have learned from today's exercises and to discuss these points. 	N/A
20 mins.	<p>Suitcase/ letter tray/bin or a picture of these items;</p> <p>Cards (if possible in 3 different colors);</p> <p>Pens;</p> <p>Flipcharts from the beginning of the workshop</p>	<p><i>A.1.12 - Final Game & Reflection of the module</i></p> <ul style="list-style-type: none"> ❖ Volunteers will receive 3 cards and are asked to write down: <ol style="list-style-type: none"> a) What aspects of this module they will take with them, b) Which they are undecided about and c) Which they won't use at all (if applicable). ❖ Before you start, present the agenda and the learning outcomes from the beginning. Tick off the items that have been covered. ❖ Place either a symbol of a suitcase, letter tray and a bin in the middle of the room or the items itself. ❖ Then give out cards and ask volunteers to answer following questions: <ol style="list-style-type: none"> a) What aspects will I take with me in a suitcase, because they will support me in my work with my mentoring partners? b) What will I place in the letter tray, because I feel unsure at the moment if it will be helpful? 	N/A

	(agenda & learning outcomes)	c) What will I toss in the bin, because it did not help at all?	
Assessment		As described in A.1.12.	
Further Reading		<p>Derdian Game - Instructions and rules for both groups: http://interfaithalliance.org/cms/assets/uploads/2016/09/Derdian-and-Engineers-Role-Playing.pdf</p> <p>Another resource, good part about debriefing: http://www.nonformality.org/wp-content/uploads/2006/03/derdians.pdf</p>	



MODULE 2

Module 2: Relationship and Interpersonal Skills			
Lesson Plan for Module 2 Face-to-Face Session 1			
Learning Hours 9h		Face-to-Face 2.5h	Self-study 6.5h
Learning Outcomes		<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Get to know each other better; ❖ Learn what active listening is and how to develop these skills further through interactive activities; ❖ Exchange their ideas and to practice interactive communicative skills with other learners. 	
Time	Materials	Learning Activities/Advice for Tutor	Resource
25 mins.		<i>A.2.0 - Opening Session</i> <ul style="list-style-type: none"> ❖ Welcome all learners and introduce the workshop content 	N/A
		<i>A.2.1 – Ice-breakers</i> <u>Things in common</u> <ul style="list-style-type: none"> ❖ Divide the learners in pairs and then ask them to discover experiences or attitudes that they have in common (give them 5 minutes to exchange). For example; identify 4 places in our country we have all been to, 3 plans for this summer, 1 movie that no one wants to see again, etc. ❖ Ask then each pair what they found out they had in common. (5min) <u>Tell three facts about yourself and remember three about your neighbour</u> <ul style="list-style-type: none"> ❖ All learners come into the standing circle; they have 5 minutes to exchange with their neighbour standing to their left. 	N/A

		<ul style="list-style-type: none"> ❖ They should find out 3 interesting facts about him/her and tell them something about themselves. ❖ Then, ask each person to tell everyone 3 facts about his/her neighbour (5min) 	
30 mins.	<p>Projector and Screen or suitable blank surface;</p> <p>Laptop or Computer;</p> <p>PowerPoint Presentation</p>	<p>A.2.2 – Active Listening</p> <ul style="list-style-type: none"> ❖ Tutor introduces the topic of ‘Active Listening’ by asking volunteers what their understanding is of active listening. ❖ Tutor presents here the main ideas of active listening and its benefits. ❖ Tutor presents some concrete examples of the active listening and its usefulness such as: <ul style="list-style-type: none"> - Brief verbal affirmations like “I see,” “I know,” “Sure,” “Thank you,” or “I understand.” - Asking open-ended questions. - Asking specific questions to seek clarification. - Non-verbal cues which show understanding such as nodding, eye contact and leaning forward. - Paraphrasing to show understanding. - Disclosing similar experiences to show understanding. 	N/A
80 mins.	<p>Copies of the quiz for all senior volunteers;</p> <p>Copies of handouts for practical activities for all</p>	<p>A.2.3 – Active Listening Quiz and Practice</p> <ul style="list-style-type: none"> ❖ Quiz task - Tutor distributes to all learners a quiz to evaluate how good their listening skills are. ❖ The test is called “How Good Are Your Listening Skills?” and the link is provided below in the section ‘Further reading’ section. ❖ Activity comprises 14 questions and allows learners to perform a self-evaluation of their listening skills with simple and everydaylife behavioural questions. ❖ It also allows learners to receive a direct evaluation according to a person’s score. <p><u>Group Activity:</u></p> <ul style="list-style-type: none"> ❖ Following this quiz, the tutor introduces practical exercises on the development of listening skills. ❖ Exercise 1: Tutor will read out some texts with a lot of detail in each text. 	<p>R.2.1</p> <p>R.2.2</p> <p>R.2.3</p>

		<ul style="list-style-type: none"> ❖ After these texts have been read, the Tutor asks a single question to see if they were actively listening. (15min) ❖ Exercise 2: The Bus Driver exercise (10min) as described in R. 2.2 ❖ Role Play (35mins) as described in R. 2.3 	
20 mins.		<p><i>A.2.4 – Feedback and Evaluation</i></p> <ul style="list-style-type: none"> ❖ Tutor closes the workshop with a short round-table feedback session with learners. ❖ Here senior volunteers are invited to express themselves, share their observations and feedback on the content of the workshop. 	N/A
Assessment	N/A		
Further Reading	<p>Some introduction to active listening and its benefits https://www.adelaide.edu.au/writingcentre/docs/learningguide-activelistinging.pdf</p> <p>Active listening: how to be a Good listener: https://www.youtube.com/watch?v=z_rNd7h6z8</p> <p>6 tips of active listening: https://www.youtube.com/watch?v=oWe_ogA5YC</p> <p>Being a good listener: https://www.youtube.com/watch?v=-BdbiZcNBXg</p> <p>Quiz: how good are your listening skills: https://www.mindtools.com/pages/article/listening-quiz.htm</p> <p>Some (6) Listening Skills Exercises To Promote Stronger Communication like: https://blog.udemy.com/listening-skills-exercises/ http://classroom.synonym.com/active-listening-games-adults-12033309.html http://blog.readytomanage.com/what-listening-skills-exercises-</p>		

	work-best/ https://www.trainingzone.co.uk/develop/cpd/tutors-tips-active-listening-exercise
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Module 2: Relationship and Interpersonal Skills			
Lesson Plan for Module 2 Face-to-Face Session 2			
Learning Hours	Face-to-Face	Self-study	
9h	2.5h	6.5h	
Learning Outcomes	<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Define emotional intelligence; ❖ Understand the importance of EI; ❖ Identify the most important skills for EI and perform a self-assessment; ❖ Develop these skills through practical exercises. 		
Time	Materials	Learning Activities/Advice for Tutor	Resource
30 mins.		<p><i>A.2.5 - Opening Session</i></p> <ul style="list-style-type: none"> ❖ Welcome all learners and introduce the workshop content 	N/A
		<p><i>A.2.6 – Ice-breaker</i></p> <ul style="list-style-type: none"> ❖ Tutor divides the group into pairs and tells each pair to answer the following 3 questions: <ol style="list-style-type: none"> 1. Who is the person, living or dead, you would most want to meet and why? 2. What is the most daredevil thing you've ever 	N/A

		<p>done and how was that experience?</p> <p>3. What's your favourite food?</p>	
30 mins.	<p>Flipchart; Markers; Debate</p>	<p><i>A.2.7 – Group Discussion</i></p> <ul style="list-style-type: none"> ❖ Tutor leads a group discussion/debate on the topic: ‘What makes someone emotionally intelligent?’ ❖ The objective is to have a collaborative discussion in order to define Emotional Intelligence together and to come up with a common definition. ❖ In the center of the first page of the flipchart, the tutor will write “EI”. ❖ The goal of this activity is to design a mind map about EI. The tutor is not teaching; s/he is facilitating the discussion. [The tutor should be aware of the process of developing a mind map.] ❖ The tutor should be patient, listen to everyone and take notes on the flipchart of the key arguments. ❖ This session should develop an understanding in learners that will deepen during the next activity. 	N/A
15 mins.	<p>Copies of the quiz for all senior volunteers; Copies of handouts for practical activities for all</p>	<p><i>A.2.8 – Defining Emotional Intelligence</i></p> <ul style="list-style-type: none"> ❖ The tutor should now display the video presenting emotional intelligence (link in <i>Further reading</i> section below) ❖ On another page of the flipchart, the tutor should write the 5 pillars of EI and provide a clear definition: <ul style="list-style-type: none"> • Self-awareness: Knowing one’s emotions as they happen • Managing emotions: Ability to handle feelings • Self-motivation: Ability to do what needs to be done • Empathy: Recognizing emotions in others • Handling relationships: Ability to manage, influence and inspire emotions in others. 	N/A
75 mins.	<p>Flipchart; Markers; Computers</p>	<p><i>A.2.9 - Practical Exercises</i></p> <ul style="list-style-type: none"> ❖ The tutor will refer to the list of the 5 pillars of EI to implement exercises in order to improve participants skills: ❖ Exercises about Self Awareness (15mn): Show 	R.2.4

	with Internet connection Pens and note-taking materials for volunteers.	and Tell ❖ Exercises about Managing Emotions (15mn): Emotions in music ❖ Exercises about Self-Motivation (15mn): Turning bad into good ❖ Exercises about Empathy (15mn): Fear in a Hat ❖ Exercises about handling relationships (15mn): 4 words	
20 mins.		A.2.11 – <i>Closing, Wrap-up and Evaluation</i> ❖ Tutor closes the workshop by asking volunteers if the session matched their expectation and if they feel more comfortable with the topic now.	N/A
Assessment		N/A	
Further Reading/ Links		Links to YouTube videos on Emotional Intelligence: https://www.youtube.com/watch?v=Te5QUiNbF2g http://www.dailytenminutes.com/2012/06/emotions-management-very-good-message.html?m=1 http://www.lifehack.org/articles/featured/8-steps-to-continuous-self-motivation.html https://www.youtube.com/watch?v=bkmmZmbbBV0 https://www.youtube.com/watch?v=rNVtxTwd9zc Book: Goleman, Daniel: <i>Emotional intelligence, why it can matter more than IQ.</i>	



MODULE 3

Module 3: Personal Effectiveness and Self-Management			
Lesson Plan for Module 3 Face-to-Face Session 1			
Learning Hours		Face-to-Face	Self-study
9h		2.5h	6.5h
Learning Outcomes	<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Identify and develop the soft skills required for self-management and personal effectiveness. ❖ Use specific tools and activities for self-assessment. ❖ Explore and develop the elements of self-confidence. 		
Time	Materials	Learning Activities/Advice for Tutor	Resource
	Projector and Screen or suitable blank surface; Laptop or Computer; PowerPoint Presentation slide 2	<i>A.3.0 – Introducing the terms ‘Soft and Hard Skills’</i> <ul style="list-style-type: none"> ❖ Using PowerPoint slides, Tutor introduces the terms of ‘Soft and Hard Skills’. ❖ Following this, volunteers will give examples of soft and hard skills. 	N/A
20 mins.	Projector and Screen or suitable blank surface; Laptop or Computer; PowerPoint	<i>A.3.1 – Introducing to self-management</i> <ul style="list-style-type: none"> ❖ Using PPT slides, Tutor asks volunteers to read and comment on self-management – what it means, what skills are involved in self-management and why it is important. ❖ Volunteers are invited to give their own perspective and understanding of self-management; and refer to personal experiences 	N/A

	Presentation slides;		
30 mins.	<p>Projector and Screen or suitable blank surface;</p> <p>Laptop or Computer;</p> <p>PowerPoint Presentation slides;</p> <p>Flipchart and marker.</p>	<p><i>A.3.2 – Self-effectiveness</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint slide 5, the Tutor asks the group ‘What does personal effectiveness mean to you?’ ❖ Volunteers express freely their opinions. ❖ Tutor notes key words on flip chart and encourages group discussion. ❖ Next, the Tutor plays the following YouTube clip for the group: ‘8 elements of personal effectiveness’ https://www.youtube.com/watch?v=3Fj4e1rE1NI&t=113s 	N/A
35 mins.	<p>Projector and Screen or suitable blank surface;</p> <p>Laptop or Computer;</p> <p>PowerPoint Presentation slides;</p> <p>Copies of worksheet R.3.1 for learners</p>	<p><i>A.3.3 – Self-Awareness, Self-Knowledge</i></p> <ul style="list-style-type: none"> ❖ Volunteers use a SWOT analysis model as a self-knowledge and self-awareness tool to analyse their strengths, weaknesses, opportunities, threats regarding their new roles as migrant advisors. ❖ Volunteers present their findings of the SWOT analysis to the whole group and a whole group discussion follows about the usefulness of the tool. 	R.3.1
55 mins.	<p>Projector and Screen or suitable blank surface;</p> <p>Laptop or</p>	<p><i>A.3.4 – Self-confidence</i></p> <ul style="list-style-type: none"> ❖ Learners fill in the self-confidence test (R.3.2) and present the results to the whole group, on a voluntary basis – don’t force learners to share the results of the test. ❖ Learners will watch two videos about building self-confidence: https://www.mindtools.com/selfconf.html 	<p>R.3.2</p> <p>R.3.3</p>

	<p>Computer; PowerPoint Presentation slides;</p> <p>Copies of worksheet R.3.2 and R.3.3 for learners</p>	<p>https://www.youtube.com/watch?v=u_eNY6NjUWU&t=4s</p> <ul style="list-style-type: none"> ❖ Following on from watching the videos, the Tutor will lead a short group discussion to analyse the content of the videos. ❖ Next the Tutor divides the group into pairs and distributes copies of the worksheet (R.3.3) to each volunteer. ❖ Learners read through the handout on finding a 'solution-focused approach' and complete the exercise as described. ❖ Following on from this exercise, the Tutor will lead a short group discussion on using this approach. 	
10 mins.	Flipchart and marker	<p><i>A.3.5 - Closing Activity and Reflection:</i></p> <ul style="list-style-type: none"> ❖ Tutor summarises the key points of the workshop and asks volunteers to provide their feedback on the content covered. ❖ Learners are invited to participate in an open discussion and to express their thoughts and opinions about the unit. 	N/A
Assessment		N/A	
Further Reading/ Links		<p>Video links:</p> <p>https://www.youtube.com/watch?v=3Fj4e1rE1NI&t=113s</p> <p>https://www.mindtools.com/selfconf.html</p> <p>https://www.youtube.com/watch?v=u_eNY6NjUWU&t=4s</p> <p><u>Additional material</u></p> <p>Self-confidence quiz: https://www.mindtools.com/pages/article/newTCS_84.htm</p> <p>Video on self-esteem: https://www.youtube.com/watch?v=YSg3xxRbB9s</p> <p>JOHARI Window: http://www.aspira.org/sites/default/files/U_III_M_1_SA.pdf</p> <p>MindTools: Building Self-Confidence: https://www.learning-mind.com/7-basic-personal-effectiveness-skills/</p>	

Module 3: Personal Effectiveness and Self-Management			
Lesson Plan for Module 3 Face-to-Face Session 2			
Learning Hours		Face-to-Face	Self-study
9h		2.5h	6.5h
Learning Outcomes	<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Identify and develop the soft skills required for self-care and achieving personal effectiveness. ❖ Use specific tools and activities for managing stress. ❖ Use mindfulness and meditation techniques for achieving wellbeing. 		
Time	Materials	Learning Activities/Advice for Tutor	Resource
30 mins.	<p>Projector and Screen or suitable blank surface;</p> <p>Laptop or Computer;</p> <p>PowerPoint Presentation slides;</p> <p>Flipchart and Markers</p> <p>Copies of worksheet R.3.4 for learners</p>	<p><i>A.3.6 – Introduction to Self-care</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint slides the tutor presents a Self-care Action Plan (R.3.4) and invites learners to share their ‘self-care’ routines. ❖ Tutor asks learners to give their opinions to the question: ‘What does self-care mean to you?’ ❖ Tutor notes some key points on flip chart. ❖ Learners watch two videos: https://www.youtube.com/watch?v=w0iVTQS8ftg https://www.youtube.com/watch?v=VUKPrSMmbzc ❖ Tutor leads a whole group discussion to analyse the content of the videos. 	R.3.4

<p>40 mins.</p>	<p>Projector and Screen or suitable blank surface;</p> <p>Laptop or Computer;</p> <p>PowerPoint Presentation slides;</p> <p>Flipchart and marker</p> <p>Copies of worksheet R.3.5 and R.3.6 for learners</p>	<p><i>A.3.7 – Managing Stress</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint slides 3-4, the Tutor presents the ABC model to learners. ❖ Learners read about the ABC model as a tool for understanding and managing stress. ❖ Tutor divides the group into pairs and distributes copies of the worksheets R.3.5 and R.3.6, and supports the learners to complete the activities in both worksheets. ❖ Learners present the outcomes of this individual work to the whole group, and the tutor facilitates a short group discussion on some of the key points. 	<p>R.3.5</p> <p>R.3.6</p>
<p>40 mins.</p>	<p>Projector and Screen or suitable blank surface;</p> <p>Laptop or Computer;</p> <p>PowerPoint Presentation slides.</p>	<p><i>A.3.8 – Mindfulness</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint slides 5-7, the tutor introduces learners to the topic of mindfulness. ❖ Learners watch the two videos: <ul style="list-style-type: none"> - Mindfulness animated in 3 minutes: www.youtube.com/watch?v=mjtfyuTTQFY - The science behind mindfulness mediation: www.youtube.com/watch?v=VTA0i8FfCvs&t=181s ❖ Following the videos, the tutor invites learners to answer the following questions: <ul style="list-style-type: none"> - What is mindfulness - In what ways can it help you? - How does it work? - How can you practice it? ❖ A whole group discussion follows to comment any other issues raised through watching the video. ❖ Tutor may demonstrate simple meditation exercises (R.3.7). 	<p>R.3.7</p>

<p>40 mins.</p>	<p>Pens and note-taking materials for learners;</p> <p>Copies of worksheet R.3.8 for learners</p>	<p><i>A.3.9 – Self-reflection</i></p> <ul style="list-style-type: none"> ❖ Learners are encouraged to prepare a brief self-reflection paragraph using guiding questions (R.3.8). ❖ Learners are invited to read out their notes and other learners are encouraged to participate in a group discussion. 	<p>R.3.8</p>
<p>10 mins.</p>	<p>Flipchart and marker</p>	<p><i>A.3.10 - Closing Activity and Reflection:</i></p> <ul style="list-style-type: none"> ❖ Tutor summarises the key points of the workshop and asks volunteers to provide their feedback on the content covered. ❖ Learners are invited to participate in an open discussion and to express their thoughts and opinions about the unit. 	<p>N/A</p>
<p>Assessment</p>		<p>N/A</p>	
<p>Further Reading/ Links</p>		<p>Video links:</p> <p>https://www.youtube.com/watch?v=w0iVTQS8ftg</p> <p>https://www.youtube.com/watch?v=VUKPrSMmbzc</p> <p>www.youtube.com/watch?v=mjtfyuTTQFY</p> <p>www.youtube.com/watch?v=VTA0j8FfCvs&t=181s</p> <p>Online quiz on stress management:</p> <p>https://www.mindtools.com/pages/article/newHTE_88.htm</p> <p>Additional material for self-reflection:</p> <p>https://www.mindtools.com/blog/reflecting-on-your-inner-self/</p> <p>Additional material for mindfulness:</p> <p>https://www.mindful.org/meditation/mindfulness-getting-started/</p> <p>https://greatergood.berkeley.edu/mindfulness/definition</p> <p>https://www.mindful.org/what-is-mindfulness/</p> <p>https://www.pocketmindfulness.com/6-mindfulness-exercises-you-can-try-today/</p>	



MODULE 4

Module 4: Critical Thinking and Problem Solving			
Lesson Plan for Module 4 Face-to-Face Session 1			
Learning Hours		Face-to-Face	Self-study
9h		2.5h	6.5h
Learning Outcomes	<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Define critical thinking; ❖ Understand strategies for critical thinking in community work; ❖ Practice critical thinking through activities; ❖ Understand how myths and stereotypes can impact on how we think. 		
Time	Materials	Learning Activities/Advice for Tutor	Resource
30 mins.	<p>Egg-timer or stopwatch for rounds;</p> <p>Pens and note-taking materials for learners to write down words;</p> <p>Flipchart and marker;</p> <p>Projector and Screen;</p> <p>PowerPoint Slides;</p>	<p><i>A.4.0 – Ice-breaker</i></p> <ul style="list-style-type: none"> ❖ Tutor welcomes all volunteers to this workshop and introduces the ice-breaker activity: <i>Three Letter Words</i>. ❖ Tutor gives each learner 3 letters each, comprising 2 consonants and 1 vowel. ❖ Learners then have 45 seconds to form a three-letter word with one or two other people. ❖ Learners must form a three-letter word with at least one other learner. ❖ Once they have formed a word, they both write it down on a piece of paper. ❖ Repeat this exercise for 3-4 rounds. ❖ Then increase the challenge by asking learners to make words with four, five and six letters. ❖ This is a good ice-breaker to get learners to engage with creative and critical thinking processes; as well as putting them at their ease 	N/A

	Laptop or Computer	in working with the group. <i>A.4.1 – Introduction to Critical Thinking</i> <ul style="list-style-type: none"> ❖ Tutor introduces the topic of critical thinking in community work to the group. ❖ Using a flipchart and marker, the Tutor leads a group discussion to determine the learners’ understanding of the term ‘critical thinking’. ❖ Using PowerPoint slides, the tutor introduces some definitions of critical thinking, the role of critical thinkers and the role of thinking critically in community work. 	N/A
20 mins.	Projector and Screen or suitable blank surface; Laptop or Computer; PowerPoint Presentation slides; Flipchart and marker; Copies of worksheet R.4.1 for all learners	<i>A.4.2 – Opinion vs. Fact</i> <ul style="list-style-type: none"> ❖ Using PowerPoint, the Tutor briefly explains why critical thinking skills are useful. ❖ To introduce learners to strategies for developing ‘critical thinking’, the Tutor distributes copies of the handout ‘Opinion or Fact’ to learners. ❖ Learners are given 5 minutes to complete the handout. ❖ Following this, the Tutor leads a short group discussion to reflect on how they used critical thinking skills to complete this task – what words did they look out for to distinguish between opinion and facts. ❖ Tutor then asks learners to think of other examples of when they have used critical thinking skills in everyday life. If they wish, they can share these examples with the group. 	R.4.1
60 mins.	Projector and Screen or suitable blank surface; Laptop or Computer; PowerPoint	<i>A.4.3 – Critical Review of Newspapers</i> <ul style="list-style-type: none"> ❖ Using PowerPoint, the Tutor briefly explains the steps involved in critical thinking to support work with diverse communities and groups. ❖ Following on from this presentation, the Tutor chooses one of the articles from the further reading list below and distributes one to each learner. ❖ These are short opinion-piece articles. 	N/A

	<p>Presentation slides;</p> <p>Copies of newspaper articles for all learners.</p> <p>Flipchart and markers.</p>	<ul style="list-style-type: none"> ❖ The Tutor invites each learner to read the article and to highlight or underline only the ‘facts’ in the article. ❖ Following on from this activity, the Tutor brings the whole group together to identify the facts in the article and to discuss the exercise. <p><i>Discussion</i></p> <ul style="list-style-type: none"> ❖ Using PPT slide 12, the Tutor introduces a question for group discussion – <i>Why are Westerners expats, not migrants?</i> ❖ This will introduce to the learners some of the prejudice and bias we use in our language which we may not be aware of. ❖ Through group discussion, learners are first asked to give their opinions on this topic. ❖ The Tutor will note these opinions on a flipchart. ❖ Next, the Tutor will invite learners to list strategies they will use to critically review and assess the validity of these opinions. ❖ Again, the Tutor will note these strategies on a flipchart. 	
<p>30 mins.</p>	<p>Pens and note-taking materials for learners;</p> <p>Copies of worksheet R.4.2 for learners;</p> <p>Flipchart and markers.</p>	<p><i>A.4.4 – Challenging Stereotypes and Myths</i></p> <ul style="list-style-type: none"> ❖ Tutor introduces learners to a group activity – Challenging Stereotypes and Myths (R.4.2) ❖ To use this handout, the Tutor gives one page to each learner and asks them each to write one word, characteristic or trait that comes to mind for the country written at the top of the page. ❖ Once the learner has written on their own sheet, the Tutor asks them each to pass the sheet to the left and write another word, characteristic or trait on the new sheet handed to them. ❖ Repeat this activity until all learners have have the opportunity to write on each sheet and each learner has their original sheet back. ❖ Once the exercise has been completed, the Tutor asks each learner to present their country to the group. ❖ Learners will name the country on their sheet and read through the words written on the sheet. ❖ After this, learners will engage in a short debate 	<p>R.4.2</p>

		<p>about the words, characteristics and traits listed answering the following questions:</p> <ul style="list-style-type: none"> - Are these true or false? - Are they myths or stereotypes? - What informs our perception of this country? <ul style="list-style-type: none"> ❖ To contextualize this activity, the Tutor will lead the group discussion to identify the most common myths and stereotypes about the learners' own country. ❖ Tutor notes down these myths and stereotypes on a flipchart. 	
10 mins.	Flipchart and marker	<p><i>A.4.5 - Closing Session and Evaluation:</i></p> <ul style="list-style-type: none"> ❖ Tutor closes the workshop with a short verbal feedback session. 	N/A
Assessment		N/A	
Further Reading/ Links		<p>Gibby. Caroline. 'Critical Thinking Skills in Adult Learners'. ARECLS, 2013, Vol.10, 147-176. Available at: https://research.ncl.ac.uk/ARECLS/volume_10/gibby_vol10.pdf</p> <p>Distinguishing between fact and opinion. Available at: http://aeo.sllf.qmul.ac.uk/Files/CriticalThinking/fact%20or%20opinion.pdf</p> <p>How to practice critical thinking in four steps. Available at: https://www.thoughtco.com/how-to-practice-critical-thinking-31722</p> <p>https://globaldigitalcitizen.org/10-great-critical-thinking-activities-that-engage-your-student</p> <p>Bianco, Cinzia, (January, 2017) 'Correcting 5 Myths on Refugees to Europe.' Available at: http://www.egic.info/post/correcting-5-myths-on-refugees-to-europe</p> <p>Newspaper Articles:</p> <p>New York Times – August 2017 – China's 'Giant Infants': https://www.nytimes.com/2017/08/08/opinion/china-millennials-tiger-mothers-giant-infants.html</p>	

	<p>New York Times – August 2017 – India’s Barefoot Lawyers: https://www.nytimes.com/2017/08/08/opinion/indias-barefoot-lawyers.html</p> <p>BBC Travel - August 2017 - Five Countries Where People Live the Longest: http://www.bbc.com/travel/story/20170807-living-in-places-where-people-live-the-longest</p> <p>Irish Independent – August 2017 – Time for a New Immigration Ballad; http://www.independent.ie/opinion/columnists/declan-lynch/time-for-a-new-immigration-ballad-lamenting-the-lack-of-it-36004072.html</p>
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Module 4: Critical Thinking and Problem Solving

Lesson Plan for Module 4 Face-to-Face Session 2

Learning Hours	Face-to-Face	Self-study		
9h	2.5h	6.5h		
Learning Outcomes	<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Understand the problem-solving process; ❖ Understand some simple models for problem-solving; ❖ Implement some basic problem-solving techniques; ❖ Test out different methods for problem solving when an individual has specific, identified needs. 			
Time	Materials	Learning Activities/Advice for Tutor		Resource
40 mins.	Pens and note-taking materials	<p>A.4.6 – <i>Ice-breaker</i></p> <ul style="list-style-type: none"> ❖ Tutor introduces the ice-breaker activity - ‘<i>Human Knot</i>’. 		N/A

	<p>for learners to write down words;</p> <p>Flipchart and marker;</p> <p>Projector and Screen;</p> <p>PowerPoint Slides;</p> <p>Laptop or Computer</p>	<ul style="list-style-type: none"> ❖ Tutor asks all learners to stand in a circle and reach out their hands and grab two different people’s hands across the circle. ❖ Having done this, everyone in the circle should be linking hands. ❖ It is now the group’s job to unknot themselves without letting go of anyone else’s hands. 	
		<p><i>A.4.7 – Introduction to Problem-solving</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint slides, the Tutor will introduce problem-solving to the group by presenting some common models and techniques for problem solving. ❖ After this formal input, the Tutor conducts a brief Q&A session with the learners and notes down the main points on a flipchart. 	N/A
30 mins.	<p>Projector and Screen or suitable blank surface;</p> <p>Laptop or Computer;</p> <p>PowerPoint slides;</p> <p>2 boxes of matches;</p> <p>Copies of worksheet R.4.3 for all learners</p>	<p><i>A.4.8 – Lost at Sea</i></p> <ul style="list-style-type: none"> ❖ Tutor introduces the group to an interactive exercise that will help them to develop their problem-solving skills – Lost at Sea. ❖ The tutor divides the group into two smaller groups (with 4-6 learners each) and gives each group a box of matches. ❖ Next the tutor gives each learner a copy of the ‘Lost at Sea Ranking Chart’ (R.4.3). ❖ Tutor gives each learner 10 minutes to review the list and provide their ‘Individual Ranking’ in the second column. ❖ Tutor then gives the group 10 minutes to discuss the importance of each item and to assign a ‘Group Ranking’ which should be noted in the third column. ❖ Tutor then presents the Correct Ranking to the group using a PowerPoint slide. ❖ After the activity, the Tutor will lead a short group reflection on how the exercise went and how they felt they performed. 	R.4.3

<p>30 mins.</p>	<p>Pens and note-taking materials for learners; Copies of R.4.4 for all learners.</p>	<p><i>A.4.9 – Identifying a Problem</i></p> <ul style="list-style-type: none"> ❖ Tutor introduces the group to developing a strategy for problem solving. ❖ Tutor divides the group into smaller groups of 3/4 learners and introduces the ‘Identifying a Problem’ handout (R.4.4). ❖ After 20 minutes, the Tutor brings the whole group back together and asks learners to describe their chosen problem. 	<p>R.4.4</p>
<p>40 mins.</p>	<p>Pens and note-taking materials for learners; Projector and Screen; PowerPoint Slide; Flipchart and markers to record feedback.</p>	<p><i>A.4.10 – Problem-solving: Practice</i></p> <ul style="list-style-type: none"> ❖ In their smaller groups, the Tutor asks learners to build on the problem they identified, and to choose one of the problem-solving activities from PowerPoint slide 14 to plan for possible solutions/strategies to overcome the problem. ❖ After 15 minutes, the Tutor asks the group to stop this activity and to choose a second problem-solving technique from the list presented in the PowerPoint Presentation and to apply this technique to their identified problem. ❖ After 15 minutes, the Tutor brings the whole group back together and asks learners to describe: <ol style="list-style-type: none"> a) Which problem-solving techniques they chose?; b) Why they chose these techniques?; c) Did they notice that one technique was easier to use/more suitable than the other? 	<p>N/A</p>
<p>10 mins.</p>	<p>Flipchart and marker</p>	<p><i>A.4.11 - Closing Session and Evaluation:</i></p> <ul style="list-style-type: none"> ❖ Tutor closes the workshop with a short verbal feedback session. 	<p>N/A</p>
<p>Assessment</p>		<p>N/A</p>	
<p>Further Reading/ Links</p>		<p>Ice-breaker activity adapted from, source: Serna-Wallender, Alexander, "Shaping Community - Teamwork and Critical Thinking" (2013). Understanding by Design: Complete Collection. 256. http://digitalcommons.trinity.edu/educ_understandings/256</p> <p>Step-by-step guide to problem solving:</p>	

<https://au.reachout.com/articles/a-step-by-step-guide-to-problem-solving>

A Guide to Problem Solving:

<https://www.leadershipthoughts.com/guide-to-problem-solving/>

Mindtools, 2017 – Lost at Sea Exercise:

<https://www.mindtools.com/pages/article/team-building-problem-solving.htm>

Serna-Wallender, Alexander, "Shaping Community - Teamwork and Critical Thinking" (2013). Understanding by Design: Complete Collection. 256.

http://digitalcommons.trinity.edu/educ_understandings/256

The basics of creative problem-solving:

<http://www.innovationmanagement.se/imtool-articles/the-basics-of-creative-problem-solving-cps/>

Drill Down Technique:

<https://www.accipio.com/eleadership/mod/wiki/view.php?id=1811>

Solve Problems by Combining the Five Whys with the Drill Down Technique: <http://www.geekpreneur.com/solve-problems-by-combining-the-five-whys-with-the-drill-down-technique>



MODULE 5

Module 5: Communication, Language and Group-work Skills

Lesson Plan for Module 5 Face-to-Face Session 1

Learning Hours		Face-to-Face	Self-study
9h		2.5h	6.5h
Learning Outcomes		<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Understand the basics of communication and negotiation skills. ❖ Understand how to treat others with respect and honesty when communicating with diverse groups. ❖ Understand how to facilitate group discussions authentically and successfully. 	
Time	Materials	Learning Activities/Advice for Tutor	Resource
20 mins.	<p>Pens and note-taking materials for learners;</p> <p>Flipchart and marker;</p> <p>Copy of R.5.1 - Pinwall printed and displayed on the wall of the classroom.</p>	<p><i>A.5.1 – Ice-breaker</i></p> <ul style="list-style-type: none"> ❖ Tutor welcomes all learners to the workshop and asks all learners to look at the image which is displayed on the way – the pin wall. ❖ Tutor asks learners to describe shortly what they perceive in the image on the pin wall. ❖ Each learner is given 20-30 seconds to describe what they see. ❖ Following on from this activity, the Tutor leads a short group discussion on the topic of how different people can perceive the same image in different ways. ❖ Next the Tutor introduces a short group discussion to ascertain the level of understanding of the group by asking the following questions: <ul style="list-style-type: none"> a) What is your understanding of the role of perception in communication, language and 	R.5.1

		<p>group work?</p> <p>b) Why are communication and language skills important for senior volunteers in working with migrants?</p> <p>c) What do we want to achieve together?</p> <ul style="list-style-type: none"> ❖ Learners define their own aims and expectations and the Tutor takes note of these on a flipchart. 	
10 mins.	<p>Projector and Screen;</p> <p>Laptop;</p> <p>PowerPoint slides.</p>	<p><i>A.5.2 – Introduction to Models of Communication</i></p> <ul style="list-style-type: none"> ❖ Using short PowerPoint slides, the Tutor introduces the group to communication and negotiation skills by presenting the Transmitter-Receiver –Model of communication and the Iceberg Model. 	N/A
40 mins.	<p>Pens and note-taking materials for learners;</p> <p>Copies of worksheets R.5.2 and R.5.3 for all learners;</p>	<p><i>A.5.3 – Perception and Communication</i></p> <p><i>Activity 1 – Self-test</i></p> <ul style="list-style-type: none"> ❖ Tutor builds on the results of the ice-breaker activity to introduce learners to the role that perception plays in communicating with others. ❖ Tutor distributes copies of the ‘Self-test – Perception and Communication’ (R.5.2) to all learners. ❖ Tutor reads through the test with learners and provides support to learners to collate their scores and identify their preferred channel of perception. ❖ Tutor leads a short group discussion on the results of this test. <p><i>Activity 2 – Communicating with others</i></p> <ul style="list-style-type: none"> ❖ Next the Tutor provides all learners with a copy of the handout (R.5.3). ❖ The best way to complete this activity with the group is to have the items read out by the Tutor slowly, as the senior volunteers concentrate on their related spontaneous association (do I first of 	<p>R.5.2</p> <p>R.5.3</p>

		<p>all see, hear, feel, smell, or taste the notion?).</p> <ul style="list-style-type: none"> ❖ Then volunteers mark a cross in the relevant column on the handout and collate the results. ❖ When evaluating the results of this activity, the senior volunteers should identify the preferred perceptual channel of their partner and then modifying their communication to fit better with this preference. ❖ Tutor should allow 10 minutes for completing the handout and 5-10 minutes for the practice between the pairs. ❖ After this, the Tutor leads a short group discussion on how the senior volunteers found the activity to be. 	
70 mins.	<p>Pens and note-taking materials for learners;</p> <p>Copies of worksheets for all learners.;</p> <p>Flipchart and marker for feedback.</p>	<p><i>A.5.4 – Principles of Motivation</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint slides, the Tutor introduces the different strategies and rules which senior volunteers should use in their communication with migrants to motivate migrants to join in conversation and accurately appreciate what is being said. ❖ Tutor chooses 3 or 4 activities from R.5.4 to R.5.10 in the toolbox and implements them with the senior volunteers. ❖ Following this, the Tutor leads a short group reflection, answering any questions that emerge from the activities and highlighting some of the key strategies presented for motivating migrants to communicate. ❖ Tutor will record these main points on a flipchart. 	R.5.4 to R.5.10
10 mins.	<p>Flipchart and marker</p>	<p><i>A.5.4 - Closing Session and Evaluation</i></p> <ul style="list-style-type: none"> ❖ Tutor closes the workshop with a short verbal feedback session and asks learners to discuss the topics covered. ❖ Tutor also asks learners to provide feedback if the content of the workshop met their expectations. 	N/A
Assessment	N/A		
Further Reading/ Links	<p><i>English:</i></p> <p>“The 7 Cs of Communication” -</p>		

	<p>https://youtu.be/v4OmXaihEp0</p> <p><i>German:</i></p> <p>What means Communication -</p> <p>https://youtu.be/z4EFDWgVzyw?list=PLQCjYOHAIK8IRe0gIJUbmWYFf-VOeoEg</p> <p>“Four aspects of news” -</p> <p>https://youtu.be/9VJn1cPbf1A</p> <p>A Failure to Communicate -</p> <p>https://youtu.be/8Ox5LhIJSBE</p>
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Module 5: Communication, Language and Group Work Skills

Lesson Plan for Module 5 Face-to-Face Session 2

Learning Hours	Face-to-Face	Self-study		
9h	2.5h	6.5h		
Learning Outcomes	<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Understand how to communicate more effectively in groups. ❖ Understand when to use negotiation skills and how to use them effectively with diverse groups. ❖ Understand how to teach others conversational English/host language and support others whose first language is not English/host language. 			
Time	Materials	Learning Activities/Advice for Tutor		Resource

	<p>Projector and Screen;</p> <p>Internet access and access to YouTube;</p> <p>Laptop or Computer;</p> <p>Pens and note-taking materials for learners;</p>	<p><i>A.5.5 – Introduction to group-work (as a learner and as a facilitator)</i></p> <ul style="list-style-type: none"> ❖ Using a few PowerPoint slides, the Tutor introduces some practical tips for effective group work both as a facilitator and as a learner. ❖ Tutor introduces the topic to the learners through the following videos: <ul style="list-style-type: none"> ❖ Difference Between Cooperative Learning and Group Work: https://youtu.be/7MwYjSSBN1A ❖ 5 Elements of Cooperative Learning - https://youtu.be/lzk76RZO4j0 	<p>N/A</p>
<p>80 mins.</p>	<p>Flipchart and marker to record feedback from observers and groups;</p> <p>Envelopes with prepared squares (R.5.11)</p> <p>Copies of R.5.12 for each learner</p>	<p><i>A.5.6 – Effective Collaboration in a group</i></p> <p><i>Activity 1 (R.5.11)</i></p> <ul style="list-style-type: none"> ❖ Tutor introduces the group to an interactive exercise that will help them to develop their group collaboration skills. ❖ Tutor divides the group into subgroups of 3. Where there are surplus learners, they will act as observers for the activity and will be divided among the groups so there is an observer for every 1 or 2 groups. ❖ Each group sits at a table with five envelopes, each containing different parts of the squares. ❖ The task is to assemble five squares of equal size. ❖ The group has only finished after there is one complete square lying in front of each group member. ❖ Observers have the task of ensuring that the rules are observed and they may take notes. ❖ At the end of the activity, the observers are asked first for their feedback on how the groups performed and then the group members reflect on their experiences. <p><i>Activity 2 (R.5.12)</i></p> <ul style="list-style-type: none"> ❖ For this activity, the Tutor appoints one of the 	<p>R.5.11</p> <p>R.5.12</p>

		<p>learners to act as the facilitator for this activity and the Tutor will observe the volunteer.</p> <ul style="list-style-type: none"> ❖ The facilitator (volunteer) introduces the group to the activity as described in R.5.12. ❖ For the purpose of completing this activity, learners are asked to imagine that they are looking after this refugee family as a senior volunteer. ❖ The facilitator divides the group into pairs or smaller groups and asks each pair or group to practice their communication skills by taking a different example from those listed below. ❖ The facilitator monitors the work of each pair or group and advises the learners where necessary. ❖ At the end of the activity, the facilitator poses the following questions to the pairs or groups and records their answers on a flipchart: <ol style="list-style-type: none"> a) How do you deal with the situation? b) How do you react to this? c) Would you seek help from others or try to find a solution yourself? d) If you would like to get help from others, whom would you to contact? e) How did you experience the discussions with the partners? 	
<p style="text-align: center;">20 mins.</p>	<p>Copies of worksheet R.5.13 for all learners</p>	<p><i>A.5.7 – How to teach others conversational English/host language and support others whose first language is not English</i></p> <ul style="list-style-type: none"> ❖ For this activity, the tutor appoints another learner to act as the facilitator for this activity and the tutor will observe the volunteer. ❖ The facilitator (volunteer) introduces the group to the activity as described in R.5.13. ❖ Using this template, learners prepare the catalogue - main categories and subdivisions which are important for different groups. 	<p style="text-align: center;">R.5.13</p>

<p>15 mins.</p>	<p>Projector and Screen; Internet access and access to YouTube; Laptop; Pens and note-taking materials for learners</p>	<p><i>A.5.8– Preparing for self-study</i></p> <ul style="list-style-type: none"> ❖ Tutor introduces the group to different ways they can apply what they have learned to their every day life. ❖ Tutor plays this short video: https://youtu.be/4kyvjEpXuPg ❖ Following on from this video, the Tutor leads a brief group discussion on the conditions and characteristics for motivating communication and on strategies for motivating communication. ❖ Learners use this opportunity to clarify any uncertainties or barriers to their effective communication. 	<p>N/A</p>
<p>25 mins.</p>	<p>Pens and note-taking materials for learners; Copies of R.5.13 for all learners; Flipchart and marker</p>	<p><i>A.5.9 – Summary and Reflection</i></p> <ul style="list-style-type: none"> ❖ Tutor closes the workshop with a short summary of the main points covered in the workshop. ❖ Tutor leads the group in a self-reflection exercise by asking: how do I value my skills in communication, language and working in a group? ❖ Next the Tutor asks the group to reflect on the content and delivery of the workshop and to complete the Flashlight evaluation form (R. 5.14) ❖ Finally the Tutor leads a short verbal feedback session by asking the group to identify what aspects of the workshop have they found to be most difficult and what aspects will they use in their practical work with migrants? ❖ Tutor records the outcomes of this verbal feedback session on a flipchart. 	<p>R. 5.14</p>
<p>Assessment</p>		<p>N/A</p>	
<p>Further Reading/ Links</p>		<p>Difference Between Cooperative Learning and Group Work - https://youtu.be/7MwYjSSBN1A</p> <p>5 Elements of Cooperative Learning - https://youtu.be/lzk76RZO4j0</p> <p>https://esol.britishcouncil.org/sites/default/files/Language_issues_migration_integration_perspectives_teachers_learners.pdf</p> <p>https://www.britishcouncil.org/voices-magazine/tips-teaching-english-arabic-speakers</p>	



MODULE 6

Module 6: Facilitation Skills			
Lesson Plan for Module 6 Face-to-Face Session 1			
Learning Hours	Face-to-Face	Self-study	
9h	2.5h	6.5h	
Learning Outcomes	<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Understand facilitation; ❖ Understand group dynamics. 		
Time	Materials	Learning Activities/Advice for Tutor	Resource
20 mins.		<p><i>A.6.0 – One word Ice-breaker</i></p> <ul style="list-style-type: none"> ❖ Divide the learners into groups of three or four people by having them number off. ❖ Tell the newly formed groups that their assignment is to think for a minute and then to share with their group the one word that describes: ‘Migration’. ❖ This ice breaker helps the group explore their thoughts on a common issue. ❖ When each group has stated their word, the Tutor facilitates a short group discussion on the different understandings of ‘migration’ between each group. 	N/A
20 mins.	Flipchart and marker.	<p><i>A.6.1 – Brainstorming on Facilitation in a group</i></p> <ul style="list-style-type: none"> ❖ Tutor conducts a short brainstorming activity with learners on; <ol style="list-style-type: none"> a) ‘What do we mean by group facilitation’ b) ‘What makes an effective group facilitator?’ c) ‘Why is good facilitation needed in community work?’ ❖ Tutor records the results of the group brainstorming on a flipchart. ❖ This exercise is useful to get learners to start 	N/A

		thinking about facilitation and to collect all the impressions that the learners have initially about this topic.	
50 mins.	Pens and note-taking materials for learners; Flipchart ad markers; Copies of R.6.1 for all learners	<p><i>A.6.2– Introduction to Facilitation skills and Understanding group dynamic</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint slides, the Tutor presents some theory on good group facilitation (taken from Chapetr 2 of the Facilitator’s Handbook) ❖ Tutor distributes copies of R.6.1 to all learners and delivers some theory on what makes a good/bad facilitator based on the content provided in the activity. ❖ Learners do the activity in R.6.1 with a final sharing and discussion. ❖ After the activity, Tutor allows time for group discussion; this is important to clarify possible learners’ doubts. ❖ The Tutor should start a brief discussion on the concepts and issues introduced, allowing learners time to express their opinion and ideas. 	R.6.1
35 mins.	Pens and note-taking materials for learners; Flipchart ad markers; Copies of R.6.2 for all learners	<p><i>A.6.3 – Group dynamics</i></p> <ul style="list-style-type: none"> ❖ Tutor distributes copies of R.6.2 to all learners. ❖ Following on from this exercise, the Tutor asks learners to feed-back their answers to each question to the group. ❖ Tutor facilitates a group discussion on the findings of this activity and records the answers on a flipchart. ❖ Tutor then goes through the worksheet and discusses with the whole group the characteristics of the group. 	R.6.2
15 mins.	Flipchart and marker	<p><i>A.6.4 – Closing exercise and evaluation</i></p> <ul style="list-style-type: none"> ❖ Tutor closes the workshop with a short summary of the main points covered in the workshop. ❖ Tutor leads the group in a self-reflection exercise by asking: what will I take home with me? This could be a friendship, a new skill, or an insight. ❖ Tutor records the outcomes of this verbal feedback session on a flipchart. 	N/A

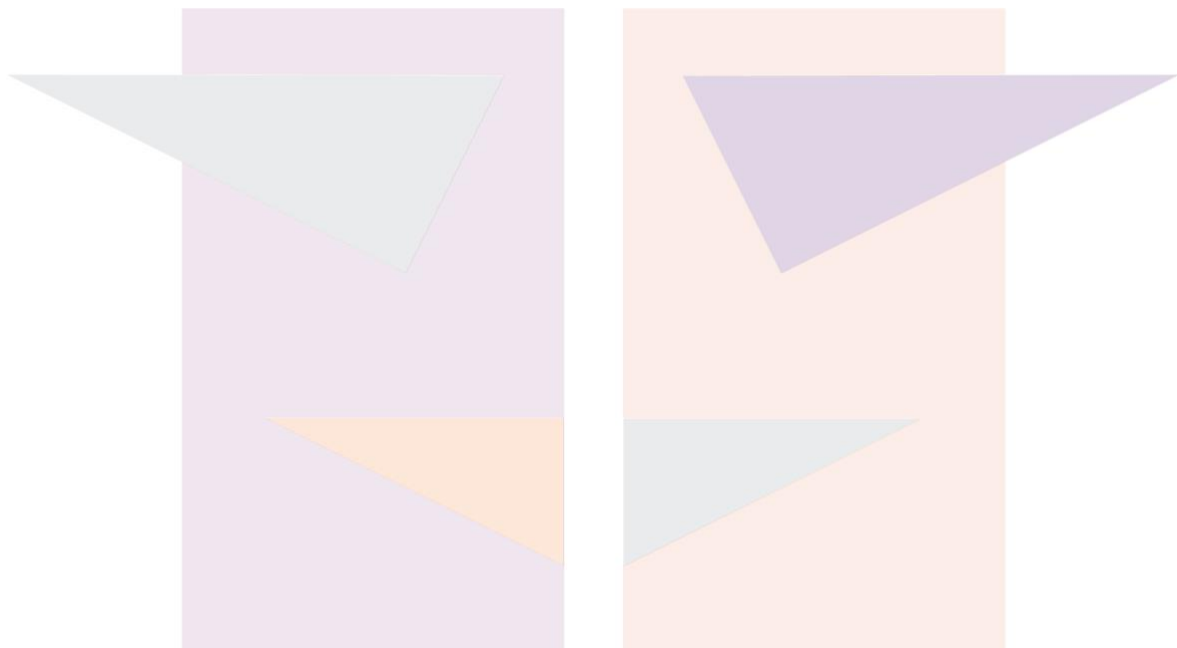
Assessment	N/A
Further Reading/ Links	http://www.combatpoverty.ie/publications/DevelopingFacilitationSkills_2008.pdf https://www.mindtools.com/pages/article/RoleofAFacilitator.htm https://seedsforchange.org.uk/tools.pdf https://www.mindtools.com/pages/article/improving-group-dynamics.htm

Module 6: Facilitation Skills			
Lesson Plan for Module 6 Face-to-Face Session 2			
Learning Hours 9h	Face-to-Face 2.5h	Self-study 6.5h	
Learning Outcomes	<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Identify the different methods to facilitate a group. ❖ Practice using these methods. ❖ Evaluate which methods work best for group work with migrant communities. 		
Time	Materials	Learning Activities/Advice for Tutor	Resource
30 mins.	Projector and Screen; PowerPoint slides; Laptop; Pens and note-taking materials for learners	<p><i>A.6.5 – Introduction to facilitation methods</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint slides, the tutor presents the most common and effective methods of group facilitation to the group: <ol style="list-style-type: none"> a) Brainstorming and Wall Paper b) Role Play c) World Café d) Open Space Technology e) Other Methods ❖ Learners are encouraged to take notes to support 	N/A

		<p>their learning and to ask questions if anything is unclear.</p>	
<p>60 mins.</p>	<p>Large sheets or rolls of paper;</p> <p>Markers and pens in different colours;</p> <p>Egg-timer or stopwatch to time the rounds.</p>	<p><i>A.6.7 – World Café in Integration Work</i></p> <ul style="list-style-type: none"> ❖ For the purpose of this activity, the Tutor appoints a learner who has not previously facilitated the group to facilitate a world café activity. ❖ The facilitator divides the learners in three groups and prepares three tables with the required chairs. ❖ For each table, the facilitator writes on a big sheet of paper one of these questions: <ol style="list-style-type: none"> 1. What are the skills required to work with migrant people? 2. What are the main mistakes that you can make in working with migrant communities? 3. How will you manage conflict when working with migrant communities? ❖ The facilitator appoints one leader for each table who will remain at the table and feedback to the group when the activity is over. ❖ The facilitator manages the time for each round, allowing 6-8 minutes for each round. ❖ Learners are encouraged to write answers to each of the questions and to fill the sheets using different colour pens and markers. ❖ At the end of each round, all learners apart from the table leader will move to the next table. ❖ At the end of the 3 rounds, the facilitator will call an end to the activity and will ask the table leaders to summarise the points from their table. ❖ After this feedback, the learners will provide feedback on how the session was facilitated. ❖ Next, the activity will be repeated with a second learner taking on the role of facilitator and with the 3 tables answering the following questions: <ol style="list-style-type: none"> 1. What are the main issues affecting migrant populations in your country? 2. What activities can you plan or support can you provide to help these migrants to integrate locally? 3. What supports are available through local charities and organisations to help you in your role? 	<p>N/A</p>

45 mins.	<p>Flipchart and marker;</p> <p>Copies of R.6.3 for each learner.</p>	<p><i>A.6.8– Introduction to role play for group facilitation</i></p> <ul style="list-style-type: none"> ❖ For this activity, the tutor appoints a third learner to take on the role of facilitator. ❖ The facilitator distributes copies of R.6.3 to all learners and reads through the role play activities described. ❖ The facilitator invites 3 learners to volunteer to play the roles of Susan, Bobby and John. ❖ The 3 volunteers are given some time to prepare their scene (3-5minutes). During this time the facilitator leads a short group discussion on ‘how useful role play could be to their work with migrants’. ❖ The 3 volunteers act out their scene, and after this the 3 actors provide feedback to the group on how they found the experience. ❖ The facilitator then divides the other learners into groups of 3 and asks them to act out the role play; with the 3 volunteers acting as observers for each group. ❖ The facilitator then leads a short whole group discussion on how the learners felt assuming the various roles in the role play, i.e. the facilitator first asks for feedback from all the Susans, then all the Bobbys and then all the Johns. ❖ The facilitator records this feedback on a flipchart. ❖ The Tutor then conducts a group feedback on how the facilitator felt and on how the group felt the activity was facilitated. 	R.6.3
15 mins.	<p>Flipchart and marker</p>	<p><i>A.6.9 – Closing exercise and evaluation</i></p> <ul style="list-style-type: none"> ❖ Tutor closes the workshop with a short summary of the main points covered in the workshop. ❖ Tutor leads the group in a self-reflection exercise by writing on a flipchart sheets, the following open-ended sentences: <ul style="list-style-type: none"> a) ‘What I gained from this group is ...’ b) ‘What I most enjoyed in this group is ...’ c) ‘What I would change in this group is ...’ ❖ Tutor places one sheet on each table and the learners move from one sheet to the next and finish the sentences. 	N/A

Assessment	N/A
Further Reading/ Links	http://www.combatpoverty.ie/publications/DevelopingFacilitationSkills_2008.pdf https://www.mindtools.com/pages/article/RoleofAFacilitator.htm https://seedsforchange.org.uk/tools.pdf https://www.mindtools.com/pages/article/improving-group-dynamics.htm





MODULE 7

Module 7: Tutoring Skills			
Lesson Plan for Module 7 Face-to-Face Session 1			
Learning Hours	Face-to-Face	Self-study	
9h	2.5h	6.5h	
Learning Outcomes	<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Understand the basics of adult learning theory; ❖ Understand the different learning styles they might encounter and how to appeal to each style. 		
Time	Materials	Learning Activities/Advice for Tutor	Resource
15 mins.	<p>A list of (re)ordering categories;</p> <p>Sheets of paper and pens for each team</p>	<p><i>A.7.0 – Ice-breaker</i></p> <ul style="list-style-type: none"> ❖ Tutor welcomes all learners to the workshop and introduces the ice-breaker: Superlatives. ❖ Tutor divides the learners into groups of 5-10 people. ❖ The goal of this icebreaking game is for players to re-order themselves as quickly as possible. You can use your own (re)ordering category or one of the following: <ol style="list-style-type: none"> a) From shortest to tallest – how many letters are in your first name. b) From farthest away to closest – birthplace. c) From least to most – how many brothers and sisters you have. d) Shortest to tallest – height. e) Beginning to end of year – birthdates. ❖ Once a team has arranged themselves, the leader of the group makes sure they have done so correctly. ❖ The first team to do so wins. ❖ Note: Tutor should use the same category with all 	N/A

		teams.	
60 mins.	<p>Projector and Screen; Laptop or Computer; Pens and note-taking materials for learners; Flipchart and marker; PowerPoint slides; Copies of R.7.1 for each learner</p>	<p><i>A.7.1 - Introduction to adult learning theory</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint, the Tutor presents the slides 1-17. ❖ Following this, the Tutor initiates a brief discussion regarding the concepts and issues introduced through the PPT, allowing learners to express their opinion and ideas. <p><i>Practical activity for Learning Styles</i></p> <ul style="list-style-type: none"> ❖ For this activity, the Tutor initiates a brainstorming exercise with all learners regarding reasons why it is important to understand one's learning style. ❖ Tutor then explains that learning styles can be classified based on various criteria. ❖ Tutor distributes the worksheet (R.7.1) to learners (one worksheet per learner) and asks them to fill in. This way they will find out about three new learning styles, additional to those discovered through the PPT. ❖ Tutor organizes and monitors the achievement of the practical activities as in R.7.1. ❖ Learners brainstorm, answer the Tutor's questions and fill in the worksheet on Fostering Learners' Motivation (R.7.1). ❖ At the end of the activity, learners get feedback from the Tutor. 	R.7.1

<p>45 mins.</p>	<p>Projector and Screen; Laptop or Computer; Pens and note-taking materials for learners; Flipchart and marker; PowerPoint slides; Copies of R.7.2 for each learner</p>	<p><i>A.7.2 - Introduction to Learner Motivation</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint, the Tutor presents the slides 18-20 of the PPT. ❖ Tutor then initiates a brief discussion regarding the concepts and issues introduced through the PPT, allowing time for the learners to express their opinions and ideas. <p><i>Practical activity for Fostering Learners' Motivation</i></p> <ul style="list-style-type: none"> ❖ For this activity, the Tutor divides learners into groups of 3-5 people. ❖ Tutor then distributes the worksheet (R.7.2) to groups and asks them to complete it. ❖ Tutor organizes and monitors the achievement of the practical activities as in R.7.2. ❖ Learners brainstorm, answer the tutor's questions and fill in the worksheet on Fostering Learners' Motivation (R.7.2). ❖ At the end of this activity, the learners get feedback from the Tutor. 	<p>R.7.2</p>
<p>30 mins.</p>	<p>Flipchart and marker; Blank cards for all learners; Pens for learners; Copies of worksheets R.7.3 for each learner</p>	<p><i>A.7.4 – Closing session and evaluation</i></p> <ul style="list-style-type: none"> ❖ Tutor closes the workshop with a short summary of the main points covered in the workshop. ❖ Tutor uses the "Out-the-door Activity" closure technique. ❖ To use this technique the tutor reminds the group of the expected lesson learning outcomes by writing them down on the flipchart and asking learners to take a blank card, circle one of the following options, and return the card to the tutor before they leave the classroom: <ol style="list-style-type: none"> 1. Stop (I'm totally confused.) 2. Go (I'm ready to move on.) 3. Proceed with caution (I could use some clarification on . . .) ❖ Following this activity, the Tutor the introduces the Quick Quiz to all learners (R.7.3) and gives them 10-12 minutes to complete the multiple choice quiz. ❖ The Tutor closes the lesson and thanks all 	<p>R.7.3</p>

		learners.	
Assessment	Quick Quiz for Lesson 1 - Module 7 “Tutorial Skills”		
Further Reading/ Links	<p>8 Important Characteristics of Adult Learners: https://elearningindustry.com/8-important-characteristics-of-adult-learners</p> <p>Learning styles and didactics in adult learning: https://ec.europa.eu/epale/en/blog/learning-styles-and-didactics-adult-learning</p> <p>Peter Jarvis, Adult Education and Lifelong Learning: Theory and Practice: https://pendidikanmatematikausn.files.wordpress.com/2015/11/peter_jarvis-adult_education_and_lifelong_learning_theory_and_practice_3rd_edition2004.pdf</p> <p>VARX: http://vark-learn.com</p> <p>Lynda.com from LinkedIn: https://www.lynda.com</p> <p>17 Tips To Motivate Adult Learners: https://elearningindustry.com/17-tips-to-motivate-adult-learners</p> <p>Motivating Adult Learners: https://www.youtube.com/watch?v=aee4ONWZFj0</p> <p>eLearning Coach/Get Your Audience Pumped: 30 Ways to Motivate Adult Learners: http://theelearningcoach.com/elearning_design/isd/30-ways-to-motivate-adult-learners/</p>		

Module 7: Tutoring Skills		
Lesson Plan for Module 7 Face-to-Face Session 2		
Learning Hours 9h	Face-to-Face 2.5h	Self-study 6.5h

Learning Outcomes		<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Understand the skills required to be an effective tutor; ❖ Understand if they have the attributes needed to be an effective tutor to diverse learners; ❖ Understand how to put together coherent and practical training materials for diverse learners. 	
Time	Materials	Learning Activities/Advice for Tutor	Resource
75 mins.	<p>Projector and Screen;</p> <p>Laptop or Computer;</p> <p>Pens and note-taking materials for learners;</p> <p>Flipchart and marker;</p> <p>PowerPoint slides;</p> <p>Copies of R.7.4 for all learners</p>	<p><i>A.7.5 – Introduction to tutoring skills – self assessment, do you have what it takes to be a tutor?</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint, the Tutor presents the slides 20-31 of the PPT. ❖ Tutor then initiates a brief discussion regarding the concepts and issues introduced through the PPT, allowing time for the learners to express their opinions and ideas. <p><i>Practical activity for Teaching/Tutoring Skills</i></p> <ul style="list-style-type: none"> ❖ For this activity, tutor organizes learners in groups of 3-5 individuals. ❖ Tutor then distributes the worksheet (R.7.4) and explains how to use it, by reading through the intended purposes and tasks. ❖ After filling in the worksheet, learners are asked to share in their group, their Teaching/Tutoring Skills profile. ❖ After completing the worksheet (R.7.4), learners discuss the outcomes with the Tutor and get immediate feedback. ❖ The Tutor will speak with each group to discuss findings and provide feedback and recommendations regarding their identified areas where skills should be developed. 	R.7.4
55	Projector	<i>A.7.6 - Skills for developing training materials for diverse learners.</i>	R.7.5

mins.	<p>and Screen; Laptop or Computer; Pens and note-taking materials for learners; Flipchart, sheets of paper and coloured markers.; PowerPoint slides; Copies of R.7.5 and R.7.6 for each learner.</p>	<ul style="list-style-type: none"> ❖ Using PowerPoint, the Tutor presents the slides 32-38 of the PPT. ❖ Following this, the Tutor initiates a brief discussion regarding the concepts and issues introduced through the PPT, allowing learners to express their opinion and ideas. <p><i>Developing Training and Training Materials activity</i></p> <ul style="list-style-type: none"> ❖ For this activity, tutor organizes learners in groups of 3-5 individuals. ❖ Tutor distributes the worksheet (R.7.5) and explains how to use it, by reading through the intended purposes and tasks. ❖ After filling in the worksheet, by working together (team work), the Tutor asks each group to share and discuss their results with the other groups. ❖ The tutor will discuss the results with each group and provide feedback and recommendations <p><i>Purpose and Importance of Teaching and Learning Materials activity</i></p> <ul style="list-style-type: none"> ❖ For this activity, the Tutor organizes learners in groups of 3-5 individuals. ❖ Tutor distributes copies of the worksheet (R.7.6), flipchart sheets and coloured markers to each group. ❖ Tutor then explains to each group how they should complete the activity, by reading through the intended purposes and tasks. ❖ After completing the activity, the Tutor asks each group to present their mind-map to the other groups . ❖ The Tutor will discuss the results with each group and provide feedback and recommendations. 	R.7.6
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<p style="text-align: center;">30 mins.</p>	<p>Flipchart and marker;</p> <p>Copies of worksheets R.7.7 and R.7.8 for each learner</p>	<p><i>A.7.7 – Closing session and evaluation</i></p> <ul style="list-style-type: none"> ❖ Tutor closes the workshop with a short summary of the main points covered in the workshop. ❖ Tutor uses the “Review it” closure technique. ❖ To use this technique the Tutor closes the session by addressing a short series of questions to help the learners to recap on their learning. ❖ The Tutor directs learners to raise their hands if they can answer these questions. ❖ When asking these questions the Tutor selects one learner to answer each question. ❖ Learners agree (thumbs up) or disagree (thumbs down) with the response. ❖ Tutor can use the following questions or similar: <ol style="list-style-type: none"> 1. What is Andragogy? 2. Which are the Knowles’ six Principles of Andragogy? 3. Who can give us a tip to Motivate Adult Learners? 4. What is tutoring? 5. What is Differentiated Instruction? 6. Why are the training materials important? ❖ Following this activity, the Tutor then introduces the Quick Quiz to all learners (R.7.7) and gives them some minutes to complete the multiple choice quiz. ❖ Finally, the Tutor asks learners for their feedback on the content and if there are any areas to be improved in the curriculum/delivery of this module (by requesting the learners to fill in the feedback form in R.7.8). ❖ The Tutor closes the lesson and thanks all learners. 	<p style="text-align: right;">R.7.7</p> <p style="text-align: right;">R.7.8</p>
<p>Assessment</p>	<p>Quick Quiz for Lesson 2 - Module 7 “Tutorial Skills”</p>		
<p>Further Reading/ Links</p>	<p>G+L (Giving + Learning): https://givingpluslearning.org</p> <p>Designing Lessons for Diverse Learners: http://education.msu.edu/te/secondary/pdf/Designing-Lessons-for-Diverse-Learners.pdf</p> <p>Training Material - Development Guide: https://www.msb.se/RibData/Filer/pdf/26433.pdf</p>		



MODULE 8

Module 8: Basic IT Skills			
Lesson Plan for Module 8 Face-to-Face Session 1			
Learning Hours 6h	Face-to-Face 2.5h	Self-study 3.5h	
Learning Outcomes	<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Understand the ‘hardware’ and the ‘software’ they need to be able to get online; ❖ Understand how to stay safe and secure online; ❖ Set up an email address and send an email with an attachment. 		
Time	Materials	Learning Activities/Advice for Tutor	Resource
45 mins.	<p>Training venue with access to Wi-Fi and laptops/ computers;</p> <p>Pens and note-taking materials for learners to write down words;</p> <p>Flipchart and marker;</p> <p>Projector and screen;</p>	<p><i>A.8.0 – Introduction and Skills Audit</i></p> <ul style="list-style-type: none"> ❖ Tutor welcomes all learners to the IT training room. ❖ Tutor asks all learners to state their previous experience of using computers for email, networking and accessing information online. ❖ Tutor then presents an overview of today’s session using PPT slides. <p><i>Tutor Presentation:</i></p> <ul style="list-style-type: none"> ❖ Tutor introduces the workshop as an introductory unit for IT training. ❖ Tutor ensures all laptops and computers are set-up for learners and are connected to the internet. ❖ Using PowerPoint slides 3-9, the Tutor presents an overview of the software and hardware needed to get online. ❖ Tutor distributes copies of the handout 	R.8.1

	PowerPoint Slides 1-9.	'Broadband or Wi-Fi' (R.8.1) to all learners and talks them through the handout, answering any questions which arise.	
30 mins.	<p>Projector and Screen;</p> <p>Laptop or Computer;</p> <p>Pens and note-taking materials for learners;</p> <p>Flipchart and marker;</p> <p>PowerPoint slides 10-16;</p> <p>Copies of the PowerPoint slides printed for each learner.</p>	<p><i>A.8.1 – Introduction to internet safety</i></p> <ul style="list-style-type: none"> ❖ Tutor distributes copies of the PowerPoint slides to all learners so that they can follow the content of the presentation and take notes. ❖ Using PowerPoint slides 10-16, the Tutor presents an overview of internet safety. ❖ In this presentation, the Tutor will introduce how to stay safe using smartphones, laptops and computers; and will also explain some of the key terminology used in internet safety. ❖ Learners are encouraged to take note of terminology they are not familiar with and to ask questions if further explanations are needed. 	N/A

<p>65 mins.</p>	<p>Projector and Screen; Laptop or Computer; Pens and note-taking materials for learners; Flipchart and marker; PowerPoint slides 17-21; Copies of the PowerPoint slides printed for each learner</p>	<p><i>A.8.2 – Setting up an email account using G-Mail</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint slides 17-21, the Tutor will guide the learners through the process of setting up an email account using G-mail. G-mail was chosen because it is open source and reliable. ❖ Learners will be encouraged to use this email address when interacting with their mentoring partners throughout the BRAMIR project. ❖ Learners will follow the content of the PowerPoint slides and will set up their own email account with support from the Tutor if necessary. <p><i>Individual Exercise</i></p> <ul style="list-style-type: none"> ❖ Tutor writes their work/professional email address on a flipchart. ❖ Using their new e-mail account, learners are asked to compose an email, attach an item from their laptop or computer and send it to the Tutor’s email address. ❖ Tutor will check that s/he has received an email from all learners to ensure that all learners can perform this task effectively. ❖ Tutor will answer any questions which may arise from this activity. 	<p>N/A</p>
<p>15 mins.</p>	<p>Flipchart and marker</p>	<p><i>A.8.3 – Closing session and evaluation</i></p> <ul style="list-style-type: none"> ❖ Tutor closes the workshop with a short verbal feedback session and records the feedback and comments given by learners on a flipchart. ❖ The Tutor will take this opportunity to answer any questions that learners might have about the content covered. ❖ Tutor thanks all learners for their participation and attention throughout the session. 	<p>N/A</p>
<p>Assessment</p>	<p>N/A</p>		
<p>Further Reading/ Links</p>	<p>N/A</p>		

Module 8: Basic IT Skills			
Lesson Plan for Module 8 Face-to-Face Session 2			
Learning Hours 6h	Face-to-Face 2.5h	Self-study 3.5h	
Learning Outcomes	<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Use basic IT skills to access information online; ❖ Advise their mentoring partners about how to access information online; ❖ Understand the basics in online networking, with peers and their mentoring partners. 		
Time	Materials	Learning Activities/Advice for Tutor	Resource
20 mins.	Training venue with access to Wi-Fi and laptops/ computers; Projector and Screen; PowerPoint Slide 22	<i>A.8.4 – Workshop Opening and Introduction</i> <ul style="list-style-type: none"> ❖ Tutor welcomes all learners to the IT training room. ❖ Tutor ensures all laptops and computers are set-up for learners and are connected to the internet. ❖ Tutor recaps on the content covered in the previous IT session; and presents an overview of today’s session using PPT slide. 	N/A
50 mins.	Projector and Screen; Laptop or Computer; Pens and note-taking materials	<i>A.8.5 – Introduction to internet browsers and search engines</i> <ul style="list-style-type: none"> ❖ Using PowerPoint slides 23-33, the Tutor provides learners with an introduction to internet browsers and search engines. This content will cover: <ul style="list-style-type: none"> ○ What the different icons mean; ○ What cookies are and how they work; 	R.8.2

	<p>for learners; Copies of the R.8.2 and the PowerPoint slides printed for each learner as a guide to performing searches online; Flipchart and marker; PowerPoint slides 23-33.</p>	<ul style="list-style-type: none"> ○ How to perform effective searches for information online. ❖ The learners will follow the PowerPoint slides and will search for information online as the content is covered in the presentation. <p><i>Individual Activity – Performing Google Searches</i></p> <ul style="list-style-type: none"> ❖ Tutor will distribute copies of the ‘Google Searches’ Handout (R.8.2) to all learners. ❖ Tutor reads through the handout with learners. ❖ Learners are asked to review the handout and to spend some time practicing using the search engine to find pertinent information which they could pass on to their mentoring partners. ❖ Learners will be encouraged to practice accessing information on public services and rights and entitlements for migrants in Ireland as part of their self-directed learning. 	
<p>50 mins.</p>	<p>Projector and Screen; Laptop or Computer; Pens and note-taking materials for learners; Flipchart and marker; PowerPoint slides 34-40; Copies of PowerPoint slides and R.8.3</p>	<p><i>A.8.6 – Accessing Information Online</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint slides 34-40, the Tutor presents an overview of how to access information online. This information and the websites visited are country-specific. ❖ Tutor presents a series of government and public service websites which contain useful information for all residents of Ireland. ❖ Using PowerPoint, Tutor presents an example of how to search for information on rights and entitlements using these websites. ❖ After this demonstration, learners are instructed to visit the Citizen’s Information Service website and to find information on a public service or entitlements which are of interest/relevance to them. <p><i>Individual Exercise – Accessing Useful Websites</i></p> <ul style="list-style-type: none"> ❖ Tutor will distribute copies of the ‘Useful Websites’ Handout (R.8.3) to all learners. ❖ Tutor reads through the handout with learners. ❖ Learners are asked to review the handout and to 	<p>R.8.3</p>

	printed for all learners	spend some time reviewing the information on the website, seeking out useful information which they could pass on to their mentoring partners.	
20 mins.	Projector and Screen; Laptop or Computer; PowerPoint slides 41-43; Copies of PowerPoint slides and R.8.4 printed for all learners	<p><i>A.8.7 – Understanding Netiquette</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint slides 41-43 the Tutor introduces learners to the do's and don'ts of online communication and networking. ❖ Tutor distributes copies of the 'Netiquette' handout (R.8.4) to all learners and reads through the handout through the PowerPoint presentation. ❖ Learners will follow the content of the PowerPoint slides and Netiquette handout; and will take notes to support their learning. 	R.8.4
10 mins.	Flipchart and marker	<p><i>A.8.8 – Closing session and evaluation</i></p> <ul style="list-style-type: none"> ❖ Tutor closes the workshop with a short verbal feedback session and records the feedback and comments given by learners on a flipchart. ❖ The tutor will take this opportunity to answer any questions that learners might have about the content covered. ❖ Tutor thanks all learners for their participation and attention throughout the session. 	N/A
Assessment		N/A	
Further Reading/ Links		Citizen's Information Service website: www.citizensinformation.ie	

Module 8: Basic IT Skills			
Lesson Plan for Module 8 Face-to-Face Session 3			
Learning Hours 6h	Face-to-Face 2.5h	Self-study 3.5h	
Learning Outcomes	<p>On completion of this workshop, senior volunteers (learners) will be able to:</p> <ul style="list-style-type: none"> ❖ Access information and learning materials through the BRAMIR platform; ❖ Practice online learning through the BRAMIR platform; ❖ Support mentoring partners to access training materials online through the BRAMIR platform. 		
Time	Materials	Learning Activities/Advice for Tutor	Resource
10 mins.	Training venue with access to Wi-Fi and laptops/ computers; Projector and Screen; PowerPoint Slide 44	<p><i>A.8.9 – Workshop Opening and Introduction</i></p> <ul style="list-style-type: none"> ❖ Tutor welcomes all learners to the IT training room. ❖ Tutor ensures all laptops and computers are set-up for learners and are connected to the internet. ❖ Tutor recaps on the content covered in the previous IT sessions and presents an overview of today’s session using PPT slide 44. 	N/A
50 mins.	Projector and Screen; Laptop or Computer; Copies of the PowerPoint	<p><i>A.8.10 – Introduction to the BRAMIR E-learning Platform</i></p> <ul style="list-style-type: none"> ❖ Tutor introduces the workshop as an induction to the BRAMIR E-learning Platform. ❖ Using the BRAMIR E-learning Platform, the Tutor demonstrates some of the features and functions of the E-learning Platform. ❖ Learners are encouraged to log on to the BRAMIR E-learning Platform and follow along with the 	N/A

	<p>slides printed for each learner;</p> <p>Flipchart and marker;</p> <p>Access to the BRAMIR E-learning Platform;</p> <p>PowerPoint slides XX-XX</p>	<p>Tutor’s demonstration.</p> <p><i>Individual Exercise – Registering on the E-learning Platform</i></p> <ul style="list-style-type: none"> ❖ Using PowerPoint slides with screenshots of the Platform, the Tutor leads the learners through the registration process, ensuring all learners are registered on the platform. ❖ Learners will follow the content of the PowerPoint slides and will practice on their laptops/ computers. ❖ Learners will register on the BRAMIR E-learning Platform. 	
<p>40 mins.</p>	<p>Projector and Screen;</p> <p>Laptop or Computer;</p> <p>Copies of PowerPoint slides printed for all learners;</p> <p>Access to the BRAMIR E-learning Platform</p>	<p><i>A.8.11 – Learning through the BRAMIR E-learning Platform</i></p> <ul style="list-style-type: none"> ❖ Using the E-learning Platform, the Tutor presents an overview of some of the key features of the online learning section. <p><i>Individual Exercise – Using the Key Competence Acquisition Toolbox’ for Online Learning</i></p> <ul style="list-style-type: none"> ❖ To introduce learners to the key functions of the e-learning platform, the Tutor will invite learners to browse through the digital resources in the ‘Key Competence Acquisition Toolbox’. ❖ Learners will be asked to spend 10-15 minutes accessing, testing and practicing with 2/3 digital resources from the Toolbox. ❖ Following this exercise, the Tutor will conduct a short group feedback session to assess how competent the learners were with using these resources. ❖ Learners will use this session to test their competence in using the online platform and will address any questions they have to the Tutor. 	<p>N/A</p>

<p>40 mins.</p>	<p>Projector and Screen; Laptop or Computer; Copies of PowerPoint slides printed for all learners; Access to the BRAMIR E-learning Platform.</p>	<p><i>A.8.12 – Online Networking through the BRAMIR E-learning Platform</i></p> <ul style="list-style-type: none"> ❖ Using the E-learning Platform, the tutor presents an overview of some of the key features of the online networking session. <p><i>Individual Exercise - Online Networking through the BRAMIR E-learning Platform</i></p> <ul style="list-style-type: none"> ❖ To introduce learners to the key functions of the platform which will help their networking and communication with their mentoring partners, the Tutor will invite learners to review their profile on the platform – here they will add in extra personal information including previous work experience, hobbies and interests, etc. ❖ Next, to ensure learners can network with one another, the Tutor will invite learners to write a message and post it on the discussion forum. ❖ Once all learners have posted their message, they will be invited to review the posts of other learners and reply to one or two posts. ❖ Learners will use this session to test their competence in using the online platform and will address any questions they have to the Tutor. 	<p>N/A</p>
<p>10 mins.</p>	<p>Flipchart and marker</p>	<p><i>A.8.13 – Closing session and evaluation</i></p> <ul style="list-style-type: none"> ❖ Tutor closes the workshop with a short verbal feedback session and will answer any questions that learners might have about the BRAMIR E-learning Platform. ❖ Tutor will record the feedback and comments given by learners on a flipchart. ❖ Tutor thanks all learners for their participation and attention throughout the session. 	<p>N/A</p>
<p>Assessment</p>		<p>N/A</p>	
<p>Further Reading/ Links</p>		<p>N/A</p>	



Resources and Worksheets

BRAMIR Toolkit of Train the Trainer Resources

Activity Code	Title
R.1.1	Speed Dating (Icebreaker)
Overview	
During the Speed Dating game, volunteers get to know each other a little bit and become a group. The exercise is also an important tool for generating a friendly learning environment.	
Instructions	
<ul style="list-style-type: none"> ❖ Set up two lines of chairs facing each other and ask learners to sit down. You will give out sheets with questions which they have to discuss in pairs. They don't need to answer all of the questions, but should choose 2-3 of them. ❖ After 3 minutes you will give the signal to switch. Then the volunteers of one row will move and take a seat in the chair left to them (the one person at the end of the row has to go back to the start of the row). Then they will discuss the questions again with the new partner in front of them. ❖ It is not necessary to finish the game until everyone has talked with each other. Look at the time and be careful to stop the game after 15 minutes. 	
Questions/Points for Discussion	
<ol style="list-style-type: none"> 1. What is your name? 2. Why did you volunteer for this project? 3. Describe one of your hobbies/interests and why you like it. 4. What song did you sing/hum in the shower recently? 5. What was your favourite childhood game? 6. If you could be an animal, which would you be? 	
Benefits of using this resource for the senior volunteer:	
<ol style="list-style-type: none"> 1. Creating a friendly learning environment is crucial for every training course, but especially when working with seniors. It is very important to emphasise the contrast between this a voluntary seminar and a scholar environment, because not all seniors have positive memories of their time at school. They should feel that learning could and should be fun as well! 2. When asking each other questions like the ones above, they make an instant connection with each other, probably while laughing or being genuinely interested in the other person. The learners of this training course should feel that they are in a group with other persons, and making a first connection with just a few people makes it easier to get involved in the exercises to come. 	
Assessment	
N/A	
References/ Links to Further Reading	
N/A	

Activity Code	Title
R.1.2	What is Culture?
Overview	
<p>This activity involves a very short theoretical input where 6 definitions of culture will be presented and volunteers get a little time (1minute) to choose one or two of the definitions that describe culture in their opinion and take a note.</p>	
Instructions	
<ul style="list-style-type: none"> ❖ This is a very short theoretical input to set the scene. ❖ The tutor will present 6 definitions of culture to the volunteers via a PowerPoint presentation (Module1_Resource02_What is culture). ❖ Then they will have 1 minute to take a note of the definition they think is most fitting. ❖ Then the tutor will tell them that all definitions are part of the term culture and goes to the slide with the iceberg image. 	
Questions/Points for Discussion	
<ol style="list-style-type: none"> 1. Culture is not easy to grasp - Some aspects can be observed easily (show the key words in the upper part of the iceberg). What else comes to your mind? 2. On the other side there are many aspects that belong to our cultural understanding, but they are much harder to verbalise. For example (show the key word of the lower part of the iceberg). What else can you think of? 	
Benefits of using this resource for the senior volunteer:	
<ol style="list-style-type: none"> 1. The theoretical input is very short and simple. The main aim is to raise awareness that there is more below the surface of observable behaviour. 2. As short as it is, the content of this resource is crucial for the upcoming exercises. 	
Assessment	
N/A	
References/ Links to Further Reading	
N/A	

Activity Code	Title
R.1.3	My Apple
Overview	
<p>This exercise serves the purpose of raising awareness about automatic generalisation/ stereotypes. At first sight, there seems to be a homogenous group of fruit of any kind and every person has associations on how an apple or an orange should look like. We place them in categories in our mind. But when discovering personal characteristics, the chosen fruit becomes unique in the eye of the observer. First assumptions do not mirror the whole personality and character of neither a fruit nor a person, there is always more to it than you expect.</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Start with the presentation of a basket/bowl full of one kind of fruit and ask learner what they see and what their first three assumptions about this fruits are (e.g. apple: round, sweet, smooth). ❖ Give them a few seconds to answer; it doesn't matter if they are right or wrong, this is just a little pre-exercise to get them involved and to make the general assumptions visible. ❖ Do not give them too much time; stop them after about 6 assumptions. ❖ Then you will let them choose a fruit of their own. 	
Questions/Points for Discussion	
<ol style="list-style-type: none"> 1. "All of those <insert kind of fruit> look almost the same, right? Do you think you can find your <fruit> again? Let's find out!" 2. They should take a good look at their fruit and pay attention on what makes their fruit special. Then you will collect all the fruits back in the bowl/basket. 3. As soon as every volunteer has given back his/her fruit, you will tell them about the impact of general assumptions of a group - that most of the time, the first impression doesn't tell the whole story, but when you take your time and get to know individuals, you may learn aspects that you never knew they would exist. 4. "At first sight, there was homogenous group of <fruit> and there were hardly any differences visible to the naked eye. But you chose one <fruit> and learned about the individual characteristics. Now please try to find your <fruit> again!" 5. If there is time left, ask if somebody would like to share his/her experience with this exercise. <ol style="list-style-type: none"> a) What did they expect? b) What did they find out? c) Were they surprised that they found their fruit again? 	
Benefits of using this resource for the senior volunteer:	
<ol style="list-style-type: none"> 1. It is a rather easy exercise and it is and you can do it with any kind of group. The main take-away is that if we use assumptions and categories in everyday life (not only for fruit, but also for people) and we don't take the time to discover what lies behind the surface, we miss out on the peculiar characteristics that make them unique. 2. This exercise is detached from explicit political, ethnic or cultural issues. Therefore it is much easier to open up to the meaning behind the exercise without getting strong emotions in relation to personal opinions. (Most likely there won't be a conflict about how one person sees 	

an apple, but there could be a conflict about the perception of political, ethnic or cultural issues)
Assessment
N/A
References/ Links to Further Reading
<p>Play the following video to finish the exercise and send them into the break with a tasty and healthy snack to enjoy:</p> <p style="padding-left: 40px;">Intercultural Training: How Self-Awareness leads to Cultural Awareness https://youtu.be/bkz_MmN0wQk (1:30 minutes)</p> <p>You can also check out this Youtube video (It is only available German, but you will get an impression of the exercise): https://youtu.be/MWce9DFeLAo?t=1m58s</p>

Activity Code	Title
R.1.4	Greeting Game
Overview	
<p>This resource has two aims. On one hand it will divide the group into subgroups for the next game. On the other hand it will teach about different styles of greetings around the world. Learners will experience that there is more than one way to greet and that different cultures have different ideas of e.g. personal space which could lead to misunderstandings.</p>	
Instructions	
<ul style="list-style-type: none"> ❖ This exercise is a fun and also valuable way of building subgroups. ❖ “Imagine you are at an international airport. You have been sent there to pick up guests, but you have no idea how they look like. But you know that you are all part of the same culture, meaning that you will use the same greeting. Of course, being at an airport it is very loud and you can’t hear anything the people are saying (meaning no talking during the exercise). Now take a look at your card to discover what culture you belong to and try to find your guests by greeting in the peculiar way!” ❖ The concrete process of the game is in strong relation with the amount of learners in your group. ❖ You will have to generate at least 3 different groups with at least 3 members for the next game. ❖ In this instruction, the greeting styles of 7 cultures are prepared. ❖ Choose the ones you find fitting most, print out the pages and cut them into cards for the learners. ❖ Try to choose the most opposite greetings; if you have another idea of your own, you are welcome to include another greeting style. ❖ If you have time left, you can discuss their experiences during the game immediately. ❖ Otherwise you can include the evaluation of the greeting game in the discussion following the 	

next game (because there is more time planned).

- ❖ Very important: Remind them of the “My Apple”-exercise. Of course there are other greeting styles practised in the following cultures, not only the one that are proposed during this exercise. Make sure that learners are aware of this, so they won’t generate just another stereotype about another culture!

Activity/Handout

1. As an overview, the following greeting styles are prepared below:
 - a) Japanese (formal bow)
 - b) Switzerland (3 implied kisses on the cheek – left, right, left)
 - c) India (namaste)
 - d) Western style (firm handshake)
 - e) Egypt (kiss the hands of the older person)
 - f) Mexico (strong pat on the shoulder while hugging)
 - g) Surfer (shaka)

You are part of the Japanese culture.

To find your guest/host, you will bow formally as a greeting.

As a man, keep your arms on the side of your body.
As a woman, fold your hands on your lap while bowing.

You are part of the Japanese culture.

To find your guest/host, you will bow formally as a greeting.

As a man, keep your arms on the side of your body.
As a woman, fold your hands on your lap while bowing.

You are part of the Japanese culture.

To find your guest/host, you will bow formally as a greeting.

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To find your guest/host, you will bow formally as a greeting.

As a man, keep your arms on the side of your body.
As a woman, fold your hands on your lap while bowing.

You are part of the Japanese culture.

To find your guest/host, you will bow formally as a greeting.

As a man, keep your arms on the side of your body.
As a woman, fold your hands on your lap while bowing.

You are part of the Swiss culture.

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

You are part of the Swiss culture.

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

You are part of the Swiss culture.

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

You are part of the Swiss culture.

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

You are part of the Swiss culture.

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

You are part of the Indian culture.

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.
Fold your hands in front of your chest and bow your head.

You are part of the Indian culture.

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.
Fold your hands in front of your chest and bow your head.

You are part of the Indian culture.

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.
Fold your hands in front of your chest and bow your head.

You are part of the Indian culture.

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.
Fold your hands in front of your chest and bow your head.

You are part of the Indian culture.

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.
Fold your hands in front of your chest and bow your head.

You are part of the Western culture.

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

You are part of the Western culture.

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

You are part of the Western culture.

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

You are part of the Western culture.

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

You are part of the Western culture.

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

You are part of the Egyptian culture.

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

You are part of the Egyptian culture.

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

You are part of the Egyptian culture.

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

You are part of the Egyptian culture.

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

You are part of the Egyptian culture.

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

You are part of the Surfer culture.

To find your guest/host, you will do the Shaka sign as a greeting.



Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.

You are part of the Surfer culture.

To find your guest/host, you will do the Shaka sign as a greeting.



Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.

You are part of the Surfer culture.

To find your guest/host, you will do the Shaka sign as a greeting.



Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.

You are part of the Surfer culture.



To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.

You are part of the Surfer culture.



To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.

Benefits of using this resource for the senior volunteer:

1. The game is very easy and learners will have fun while playing. They will also realise that even if they think they are (greeting) politely, the other person may doesn't feel the same way.
2. Learners will experience different styles of non-verbal communication and social norms in various cultures. The diverse ideas of personal space are a valuable lesson as well.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code	Title
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R.1.5	BARNGA Game
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Overview

Players form small groups of, say, four-six players each. Each group sits separated from the others. They receive a modified deck of cards (each deck containing only the same few cards) and a sheet of rules for playing a new card game called "Five Tricks." They have a few minutes to study the rules and practice playing the game. Once everyone has the hang of it, the facilitator collects the rule sheets and at the same time imposes a strict command of "no verbal communication." This means that players may gesture or draw pictures if they wish, but may neither speak (orally or by signing) nor write words. Clearly, communication, should it be needed, is going to be more difficult henceforth. Since the game is so simple and so short, this artificial barrier to communication forces the players, within the simulated setting, to be as creative and alert as possible.

Instructions

- ❖ Groups of 4 to 6 are seated in a circle at a table, each group well away from others.
- ❖ Define an order to the groups by arranging them as a larger circle or putting a numbered sign at each group.
- ❖ Each group is given a deck of cards and rules to the new game.
- ❖ Each group should read the rules and practice a few games until everyone understands how to play the game.
- ❖ Once everyone knows how to play, the tutor picks up all the rule sheets and announces that the real game is played as a tournament with no verbal or written conversation. Players can communicate with gestures and drawing pictures if needed.
- ❖ In this tournament, players rotate between groups this way:
 - ❖ When a game is completed, the player with the most tricks moves to the next higher table.
 - ❖ The player with the fewest tricks moves to the next lower numbered table.
 - ❖ If there is a tie, the person whose first name is alphabetically first wins and moves.

Activity/Handout

Rules Sheets - a different one for each group

Summary of each tables rule differences:

Table #	1	2	3	4	5	6	7
Ace is...	High	Low	High	Low	High	Low	High
Trump is...	Clubs	Diamonds	Hearts	Spades	Diamonds	Hearts	Spades

Rules for Table #1

<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the highest card in each suit.
<u>Trump</u>	The club suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

Rules for Table #2

<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the lowest card in each suit.
<u>Trump</u>	The diamond suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

Rules for Table #3

<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the highest card in each suit.
<u>Trump</u>	The heart suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

Rules for Table #4

<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the highest card in each suit.

<u>Trump</u>	The spade suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

Rules for Table #5

<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the lowest card in each suit.
<u>Trump</u>	The diamond suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

Rules for Table #6

<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the highest card in each suit.
<u>Trump</u>	The heart suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

Rules for Table #7

<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the lowest card in each suit.
<u>Trump</u>	The spade suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them face down in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

Benefits of using this resource for the senior volunteer:

1. The beauty of BARNGA is that everything appears to be the same, and in fact almost everything is the same, yet great confusion, uncertainty, misunderstanding and misjudgments fill the room because of just a few differences. Even those who understand that the rules are different (and many do) are not necessarily clear about how they are different. And even those who understand how they are different have difficulty bridging the communication barriers to work out a solution. These concepts spark the energy generated by the game and provide the starting point for a group follow-up discussion rich in observations of how what happened can be seen as metaphors for what happens in real life.

Assessment

N/A

References/ Links to Further Reading

Instructions and rules:

http://www.acphd.org/media/271383/barnga_instructions.pdf

Why play this game? (further reading):

<https://journals.tdl.org/absel/index.php/absel/article/viewFile/1059/1028>

Activity Code

Title

R.1.6

Puzzle Repair

Overview

This resource serves just the purpose of generating two groups for the Derdian Game.

Instructions

- ❖ In preparation of this exercise, print the pictures of the following pages and cut them in as many pieces as there should be learners of each group. There will be one group of villagers (=Derdians) and one group of architects in the end, because you will need those groups in the next exercise.
- ❖ For example: If there should be 5 Derdians and 4 architects, cut the picture of the village into 5 pieces and the picture of the constructor into 4 pieces.
- ❖ Analyse your whole group for a moment. There should be an almost even number of male and female learners in the villager group and in the architect group. To achieve this, you can mix the parts of the puzzles in two pots (one for females, one for males). Make sure that there are pieces of both pictures inside each pot! Then let the learners draw a piece out of the pot according to their gender.
- ❖ Then they need to find their group which will happen rather quickly.

Activity/Handout

Source: both pictures are free to use.

Village: <http://worldartsme.com/images/israel-village-clipart-1.jpg>



Builder: <http://worldartsme.com/construction-work-clipart.html>



Benefits of using this resource for the senior volunteer:

1. This game is used to divide the groups for the Derdian game.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code

Title

R.1.7

Derdian Game

Overview

This game is a simulation of a meeting of two cultures. Find the key to foreign cultural behaviour and analyse the effects of meeting with a foreign culture. A team of engineers goes to another country in order to teach the people there how to build a bridge.

Instructions

- ❖ Break into 2 mixed gender groups (or if single gender the two groups by subgroup 1 and 2).
- ❖ One group of 5/10 people act as a team of engineers to teach Derdians how to build a bridge.
- ❖ Each group receives instructions specific to their group: one for engineers one for Derdians (see below).
- ❖ Do not share instructions with the other group.
- ❖ Each group prepares in a separate room/area.
- ❖ If you have more than 20 students you can have observers, but they shouldn't know the instructions until after the simulation.
- ❖ Observers should take notes on what they see and report on this at the end of the simulation.

Activity/Handout

Instruction for Derdians:

The situation:

You live in the country of Derdia. Your town is separated from the next town by a deep valley. To reach the market you have to walk 3 days. If you had a bridge across valley you could get there in two hours. Your government has contracted with foreigners to come and teach you how to build a bridge. The bridge will be made of paper, tape and string using scissors, rulers and pencils. You know the material but you don't know anything about construction.

Social behaviour:

The Derdians are used to being very close to each other. Communication doesn't work without being very close to the person you are conversing with. Not being very close while talking is considered very rude. If you join a group conversation you should huddle together. It is also very important that you greet every one when you meet. Conversation must begin with an introduction: example "I am Jay of Derdia." If the person doesn't respond in kind it is considered rude. (See below)

Greetings:

The Derdians' greeting is to touch right elbows with the person they are greeting. Shaking hands is a great Faux Pas. Derdians are insulted by not being greeted (touching right elbows) or if a person stands too far away in a conversation. When insulted Derdians shout loudly: YES/NO. Derdians don't use word "NO". They always say YES although if they mean "NO" they shake their head up and down emphatically while frowning and saying "YES".

Work behaviour:

Tools are gender (or if single gender group divide by 1 and 2) specific:

- ❖ Scissors and Rulers can be touched only by men (1)
- ❖ Tape and string only by woman. (2)
- ❖ Pencils and Paper are neutral. (1&2)

Foreigners:

Derdians like company. But they are very proud of their culture. They expect that foreigners will adapt to their culture. Their behaviour is very natural for them that's why they cannot explain it to the others.

Instruction for Engineers

You are group of engineers in international company. Your firm has just signed a very important contract with the government of Derdia to teach Derdians how to build a bridge. You have to make this in a short time (you've got only 30 minutes to teach Derdians how to build a bridge) otherwise the contract will be cancelled and you will lose your job.

Derdia is very mountainous country and it takes many days for Derdians to go to the nearest town. With a bridge Derdians could make a trip in 2 hours.

But remember you cannot build the bridge you have to TEACH Derdians how to build it.

Playing the simulation:

1. Read the instructions carefully and decide together about the way you are going to build the bridge.
2. Two members of your team will be allowed to go and make a contact for 3 minutes with the Derdians.
3. You have 10 minutes to analyse their report.
4. Then your group goes to the Derdians to teach them how to build the bridge.

The bridge construction:

Bridge should link two chairs over a distance 80 cm/31.5 inches. It has to be stable. The pieces of the bridge must be cut out and assembled in Derdia so that the Derdians learn all stages of the construction.

Each piece has to be drawn with pencil and ruler and cut out with scissors. Discussion of communication challenges:

- a) What did you learn about each culture?
- b) What assumptions did you make?
- c) Which assumptions proved to be incorrect?

Benefits of using this resource for the senior volunteer:

1. This game is effective for breaking stereotypes of different cultures and reflecting on differences in cultural behaviour

Assessment

N/A

References/ Links to Further Reading

Instructions and rules for both groups:

<http://interfaithalliance.org/cms/assets/uploads/2016/09/Deridian-and-Engineers-Role-Playing.pdf>

Another resource, good part about debriefing:

<http://www.nonformality.org/wp-content/uploads/2006/03/derdians.pdf>

Activity Code	Title
R.2.1	Cards for Active Listening Activity
Overview	
<p>This exercise allows participants to practice active listening in a casual way. It will illustrate that this skills demande to be focused.</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Listen carefully the story that I am about to tell. A single question will be asked at the end of it. Ready? The tutor should read as fast as he/she is actually talking! 	
Questions/Points for Discussion	
<p>Test your listening skills.</p> <p><i>Cards will be provided to the tutors with the following texts. The tutors must be reading it as if he/she was actually telling a story. The speed of the speech should be the same than the one the tutor is using in his/her everyday life to interact with others.</i></p> <p>Card 1: My name is Neil, I am 60 with 3 kids Mary, John and Mick and 2 grandkids Dylan and Amber. Dylan is six and Amber is only one. Dylan likes to plan football and go on his pro BMX and pro scooter, he is a very funny and loving kid. Amber is only one so she is into everything as everything is so new to her and she just loves her big brother Dylan so much.</p> <p>Question: What is my name?</p> <p>Card 2: I am at a dinner party, my wife and three other couples are present. We are in our friends home. They always throw good dinner parties. Last time we were here, Jane, Pete’s wife, drunk so much wine, she ended falling asleep at the table, meanwhile the rest of us still drinking wine we’re playing the cube one of Betty’s children got it from Santa. I have to say it was such a laugh, I think we will be playing it again tonight!</p> <p>Question: How many people were at the party?</p>	

Card 3: The children were playing out on the road, the sun was shining that morning and everyone was happy. There was a smell of fresh-cut grass and I could hear lawn mowers close by. A neighbour's child approached me. "Hi!" she said. "Hello" I said back. "How are you, Gran?" she said. "You have gone big over the winter, how old are you now?" I asked her. "Five" she said "How old are you now" she asked me. I laughed and said "30". "No way" she said, "You can't be that old. If you were that old you would be dead"! Kids are great!

Question: What time of the day is it?

Benefits of using this resource for the senior volunteer:

Illustrate that active listening is about paying attention to every detail!

Assessment

Participants should provide an answer to the question. If it is not done, it will indicate to the tutor that something is wrong. Maybe, then the tutor should slow down his/her speech.

References/ Links to Further Reading

https://www.youtube.com/watch?v=z_-rNd7h6z8&t=2s

Activity Code	Title
R.2.2	The Bus Driver Exercise
Overview	
This exercise will assess the ability of the participants to pay attention to details.	
Instructions	
Tell the group that you will be asking questions on what they are about to hear and that they can take notes if they wish	
Questions/Points for Discussion	
<p>Start by saying "You are the bus driver".</p> <p>You then read out a bus route, for example:</p> <ul style="list-style-type: none"> ❖ You are the bus driver at stop no 1, three people got on the bus, one of them was wearing a red hat. ❖ At stop 2, four people got on and one got off. ❖ At stop 3, two people got on, one person was carrying a bag and the person with the red hat got off. 	

Continue with this detailed theme.

When you have finished you ask the question:

What is the bus driver's age? The majority of people will not have heard the opening line: "you are the bus driver".

Benefits of using this resource for the senior volunteer:

This is a fun way to practice active listening by putting the participant at the heart of the story.

Assessment

The group should respond positively to this exercise. If not, reassure the group, precising that it was only an exercise and that more of it will follow during the session.

References/ Links to Further Reading

<https://www.state.gov/m/a/os/66058.htm>

Activity Code	Title
R.2.3	Role Play Active Listening
Overview	
The aim of the role play is to identify the 5 steps of active listening.	
Instructions	
<ul style="list-style-type: none"> ❖ The tutor should ask for a volunteer to help him/her. ❖ The tutor will give a scenario to the volunteer; the volunteer should talk for 5mn about the situation. Then the tutor will demonstrate active listening skills. 	
Questions/Points for Discussion	
<p>Scenario: You're thinking about quitting your job. You and your spouse have talked about this for a while. It would mean selling your house and moving away to live somewhere less expensive. You think you want to do this but at the same time you wonder if it is the best thing for you and your spouse. You are talking to your co-worker. Take it from there!</p> <p>Once the volunteer has played his/her role, the tutor should:</p> <ul style="list-style-type: none"> Summarize what has been said Give feedback about how the person is interpreting the situation Give feedback about how is the person is feeling Give feedback about the commitment the person is into Ask the person if she/he got it correctly 	

Then, the participants should find out these 5 steps.

If the tutor still has some time, he/she could ask another couple of volunteer to practice with other example of scenarios:

Other scenario 1: You're upset about the way you were treated by someone at city hall when you went to get a permit for some repair work at your home. You're talking to your friend.

Other scenario 2: You're talking to your co-worker. You are very excited because you are planning your first vacation in five years. You leave next week. The only thing that you worry about is the cost, because money has been tight recently.

Other scenario 3: You're in a dilemma and you ask your friend if they have a few minutes to talk. You have an opportunity to take a new job with regular hours and holidays and weekends off. At the same time, you love what you do and you're just really torn.

Benefits of using this resource for the senior volunteer:

1. This exercise allows learners the opportunity to practice active listening in every day situation.

Assessment

It will help participants to practice active listening while increase empathy.

References/ Links to Further Reading

https://www.worcester.ac.uk/documents/5_Listening_Skills_-_activities.pdf

Activity Code	Title
R.2.4	Practical exercises about emotional intelligence
Overview	
The following resource is introducing 5 exercises to illustrate/practice the 5 skills that are composing emotional intelligence	
Instructions	
Take your time to go through each exercise. Make your group feel comfortable. Some of the following exercises are asking participants to be okay with revealing some private things about themselves. Therefore, we recommend you not to push anyone to participate in it.	
Activity/Handout	
About Self Awareness: Show and Tell: The tutor ask the group to think about a personal item that is important to them - an item that reveals something significant about their identity (in psychoanalytic self psychology terms, a "selfobject"). After a while, each participant shows-and-tells, others give	

feedback about what they think the item says about the participant, as well as share how they personally can relate to the participant's show-and-tell.

About Empathy: Fear In a Hat: Group members write personal fears anonymously on pieces of paper which are collected. Then each person randomly selects and reads someone else's fear to the group and explains how the person might feel. This activity fosters interpersonal empathy.

About Self Motivation: Turning bad in to good: Divide the delegates to pairs. Ask each person to think of something bad that has happened to them recently. This should be something that is over and is not an on-going issue. One member in each group should describe the experience to the other member in their group. The other member should then tell the same story, though this time highlighting all the positive aspects of the experience. Both partners should then work together to explore and summarise all the good points related to the experience.

About Managing Emotions: Emotions in Music: The tutor divide the participants in pairs. Gives them a card with a feeling written on it and ask each pair to choose a music illustrating the feeling. After it is done, he/she collects the papers, play a portion of the musical piece chosen and asks the others what is the feeling illustrated by it.

Feelings: Excited, Angry, Sad, Joyful, Mad, Relaxed, Proud, Embarrassed, Scared

About Handling Relationships: 4 words: This activity is proposed as the final one of the EI session. It is about conflict resolution as well as wrapping up. Provide a paper and a pen to each participant. Ask participants to think about a given topic, here about Emotional Intelligence. Ask the participants to think of 4 words that capture their thoughts about EI. Divide the participants to groups of 3. Ask the groups to get together and show each other what they have chosen. It is likely that each person would choose a different set of words. Explain that each group must now choose 4 words from among the 12 words they have chosen between them that come to best describe the topic. Bring back everyone together. Ask each group to present their 4 words to the whole group.

Benefits of using this resource for the senior volunteer:

These exercises should strengthen the participants as a group by sharing experiences.

Assessment

Your group should feel empowered after these exercise; its cohesion should be stronger so don't hesitate to congratulate the participants and to have fun while boosting their participation.

References/ Links to Further Reading

https://en.wikipedia.org/wiki/Emotional_intelligence

<http://www.ihhp.com/meaning-of-emotional-intelligence>

<https://www.skillsyouneed.com/general/emotional-intelligence.html>

<http://ei.yale.edu/>

Activity Code	Title
R.3.1	SWOT Analysis
Overview	
Senior volunteers should use the SWOT model to analyse their suitability to their role as a migrant integration advisor. This is a key resource in developing the self awareness of volunteers.	
Instructions	
<ul style="list-style-type: none"> ❖ Provide all learners with a copy of the template (included below). ❖ Ask them to review the template with prompts and to take some time to complete the SWOT template assessing their own strengths, weaknesses, opportunities and threats as migrant integration advisors. ❖ Tutor should support the learners to complete this template, providing advice and guidance where required. ❖ Following on from the completion of this exercise, the tutor should lead a short group discussion. 	
Activity/Handout	
<p>SWOT Analysis Template:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="width: 45%; padding: 10px;"> <p>Strengths</p> <ul style="list-style-type: none"> • Education • Work experience • Personal characteristics • Skills • Motivation </div> <div style="width: 45%; padding: 10px;"> <p>Weaknesses</p> <ul style="list-style-type: none"> • Lack of work experience • Limited education • Weak interpersonal skills • Negative personal characteristics </div> <div style="width: 45%; padding: 10px;"> <p>Opportunities</p> <ul style="list-style-type: none"> • Positive feelings & trends in your field • Enhancing personal development • Enhancing education • Utilizing skills </div> <div style="width: 45%; padding: 10px;"> <p>Threats</p> <ul style="list-style-type: none"> • Negative feelings/experiences • Training obstacles/inadequacies • Limited ability to develop • Stress, concerns, worries </div> </div>	

<p><u>Strengths</u></p>	<p><u>Weaknesses</u></p>
<p>SWOT</p>	
<p><u>Opportunities</u></p>	<p><u>Threats</u></p>
<p>Benefits of using this resource for the senior volunteer:</p>	
<p>1. This is a good resource for senior volunteers to use to develop their self-awareness and also to assess their strengths and potential weaknesses in their new roles as migrant integration advisors.</p>	
<p>Assessment</p>	
<p>N/A</p>	
<p>References/ Links to Further Reading</p>	
<p>JOHARI Window http://www.aspira.org/sites/default/files/U III M 1 SA.pdf</p>	

Activity Code	Title				
R.3.2	Self-confidence self-assessment test				
Overview					
Senior volunteers should use the SWOT model to analyse their suitability to their role as a migrant integration advisor. This is a key resource in developing the self awareness of volunteers.					
Instructions					
<ul style="list-style-type: none"> ❖ Provide all learners with a copy of the template (included below). ❖ Ask them to review the self-asesment test and to complete the self-assessment for each of the statements provided. ❖ Tutor should support the learners to complete this test if required, providing guidance and support when collating the scores and interpreting the results. ❖ Following on from the completion of this exercise, the tutor should lead a short group discussion to plan strategies to build self-confidence 					
Activity/Handout					
Self-Assessment Test					
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<ul style="list-style-type: none"> • I have a clear sense of what is important to me. • I know what I want in life. • I never beat myself up about my failings. • I can stand back and think clearly when things get emotional. • A lot of my work involves things I enjoy doing. • I sometimes become totally engrossed in an activity. • I am known for being optimistic. I respect myself and many of those around me. • I have a realistic view of my strengths and weaknesses. • I know what others consider to be my strengths. • I consult others, where appropriate, before taking decisions. • I am comfortable with both the 					

- big picture and the important details of a situation.
- I enjoy doing new things and taking on fresh challenges.
 - I relish the opportunity to learn and to grow.
 - I take care of my body.
 - I feel able to handle any stress in my life.
 - I have a healthy attitude to risk taking.
 - I don't always have to have every 't' crossed and 'i' dotted before taking action.
 - I sometimes meditate or think deeply about the connectedness of different parts of my life.
 - I know what I am here to do.
 - I have a chosen mission or purpose.

Now, give yourself 5 points for every tick in the strongly agree column, 4 for every one in the agree column, 3 for neutral, 2 for disagree, and finally 1 for strongly disagree.

Add up your points and find your total score in one of the following categories:

- 80–100: Congratulations! By any standards, you are what most people consider to be a confident person. You are clear on your priorities and are in positive pursuit of the life you want. Take note of any areas where you scored below par and consider the advice in the 'Personal profile' section below.
- 60–80: Well done! You are already pretty confident in most situations. Just a few areas bring you down in the test and in your life. You can find plenty of guidance for dealing with these trouble spots in this book. Look at the advice in next section to make the most rapid progress.
- 40–60: You are in the right place! You may be experiencing some confusion or uncertainty in your life right now, and you may wonder whether there is anything you can do about it. Give yourself time to work on the areas that need attention and you will be amazed by the progress you can make.
- 20–40: Full marks for honesty and courage! Your confidence may be at low ebb right now, but it doesn't have to stay that way. You can find good advice that you can put to use on almost every page of this book. If you take our advice, and act upon it, you face the possibility of life transformation.

Source: Burton and Platts (2006)

Benefits of using this resource for the senior volunteer:
<ol style="list-style-type: none"> 1. This is a good resource for senior volunteers to use to develop their self-awareness and to assess their level of self-confidence. 2. Once the learners have completed this test, they can discuss with the tutor and plan effective strategies to build their self-confidence if required.
Assessment
N/A
References/ Links to Further Reading
N/A

Activity Code	Title
R.3.3	Taking a solution-focused approach
Overview	
<p>Focusing on the difficulty usually produces negative responses: the problem can seem insoluble. It depletes your own and other people’s emotional and physical energy, creating a sense of weariness, hopelessness or helplessness. The dominant message is that the problem is difficult, it will be hard work to find a solution, and solutions are unlikely. Whereas a solution-focused approach describes the situation, identifies the points of difficulty, and moves quickly to a search for the best possible resolution.</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor divides the group into pairs and distributes copies of the worksheet (below) to each volunteer. ❖ Learners read through the handout and complete the exercise as described. ❖ Following on from this exercise, the tutor will lead a short group discussion on using this approach. 	
Activity/Handout	
<p style="text-align: center;">Difficulty-focused thinking</p> <p>The difficulty-focused approach uses words and phrases such as:</p> <ul style="list-style-type: none"> • ‘but ...’ • ‘I can’t see how ...’ • ‘oh no!’, ‘not again!’ • ‘it’s hard to believe ...’ 	

- ‘that won’t work’
- ‘I doubt it’.

At worst, difficulty-focused people tend to pick fault with every proposal, draw attention to flaws in the best possible solution, and discourage others from believing that there could be a sensible solution.

A solution-focused approach

A solution-focused approach uses words and phrases such as:

- ‘yes, and we could also. . .’
- ‘what if we. . .?’
- ‘are there other ways of looking at this?’ ‘let’s brainstorm ideas. . .’
- ‘let’s look again at our options. . .’
- ‘let’s see if we have missed any options. . .’
- ‘let’s check whether we can make this work. . .’
- ‘what could we adapt?’
- ‘who else would know about this. . .?’

The dominant message is that a solution of one kind or another will have to be found eventually, even if it is an interim one, so it is better to focus energies on finding the solution sooner rather than later.

EXERCISE: Reflection Solution-focus

- Do you tend to use the words and phrases associated with a ‘difficulty-focused’ approach or a ‘solution-focused’ approach?
- Which words and phrases are typical of you when faced with a complex situation?
- Do you tend to employ a solution-focused approach?
- What could you do to develop a more solution-focused attitude?

Benefits of using this resource for the senior volunteer:

1. A solution-focused approach is beneficial to those working in community development roles, especially those working with diverse or marginalised groups and with limited resources. If you have been surrounded by people who take a difficulty-focused approach, you might find this a useful challenge.

Assessment

N/A

References/ Links to Further Reading

Source: http://my2.ewb.ca/site_media/static/library/files/414/successful-self-management.pdf

Activity Code	Title		
R.3.4	Self-Care Action Plan		
Overview			
<p>A self-care plan can help to enhance an individual’s health and wellbeing, manage stress, and maintain a professional relationship when working with individuals with diverse backgrounds and needs. By completing this plan template, senior volunteers will be supported to become aware of their current self-care routine and to develop this routine further to support their work with migrant communities.</p>			
Instructions			
<ul style="list-style-type: none"> ❖ Trainer provides a copy of the handout (below) to each senior volunteer and reads the instructions. ❖ Trainer provides guidance and support to all learners in reviewing their self-care strategies and producing their plan. 			
Activity/Handout			
<p><i>Before you create your own self-care plan take a moment to consider what you value and need in your everyday life (daily self-care needs) versus what you value and need in the event of a crisis (emergency self-care needs). Remember that self-care extends far beyond your basic physical needs: consider your psychological, emotional, spiritual, social, financial, and workplace well-being.</i></p> <p>A. Daily Self-Care</p> <p>What are you doing to support your overall well-being on a day-to-day basis? Do you engage in self-care practices now? Are you more active in some areas of self-care than others? You can use the table below to help you determine which areas may need more support.</p>			
	Area of Self-Care	Current Practices	Practices to Try
	Physical (e.g. eat regular and healthy meals, good sleep habits, regular exercise, medical check-ups, etc.)		
	Emotional (e.g. engage in positive activities, acknowledge my own accomplishments,		

express emotions in a healthy way, etc.)			
<p>Spiritual</p> <p>(e.g. read inspirational literature, self-reflection, spend time in nature, meditate, explore spiritual connections, etc.)</p>			
<p>Professional</p> <p>(e.g. pursue meaningful work, maintain work-life balance, positive relationships with co-workers, time management skills, etc.)</p>			
<p>Social</p> <p>(e.g. healthy relationships, make time for family/friends, schedule dates with partner/spouse, ask for support from family and friends, etc.)</p>			
<p>Financial</p> <p>(e.g. understand how finances impact your quality of life, create a budget or financial plan, pay off debt, etc.)</p>			
<p>Psychological</p> <p>(e.g. take time for yourself, disconnect from electronic devices, journal, pursue new interests, learn new skills, access psychotherapy, life coaching, or counselling</p>			

support, etc.)

Source: <https://www.ucalgary.ca/wellbeing/files/wellbeing/self-care-starter-kit.pdf>

B. Emergency Self-Care

When you are faced with a crisis, you likely won't have time to create a coping strategy. Take time to develop a plan in advance so it's there when you need it. Try completing the following table to help identify your unique self-care needs during times of distress.

Emergency Self-Care Tools	Helpful (What To Do)	Harmful (What To Avoid)
<p>Relaxation/Staying Calm</p> <p>Which activities help you to relax (e.g. deep breathing, taking a walk)? Which activities make you more agitated or frustrated (e.g. yelling, swearing, or drinking)</p>		
<p>Self-Talk</p> <p>Helpful self-talk may include, "I am safe/I can do this." Harmful self-talk may include, "I can't handle this/I knew this would happen/I deserve this."</p>		
<p>Social Support</p> <p>Which family members and friends can you reach out to for help or support? Which people should you avoid during times of stress? Be honest about who helps and who zaps your energy</p>		

<p>Mood</p> <p>Which activities support a positive mood (e.g. listening to uplifting music, enjoying the sunshine)? What should you avoid when times get tough (e.g. staying in bed all day, avoiding social activities)?</p>		
<p>Resilience</p> <p>What, or who, helps you to get through difficult times? What helps you bounce back? Conversely, what or who feeds negativity for you?</p>		

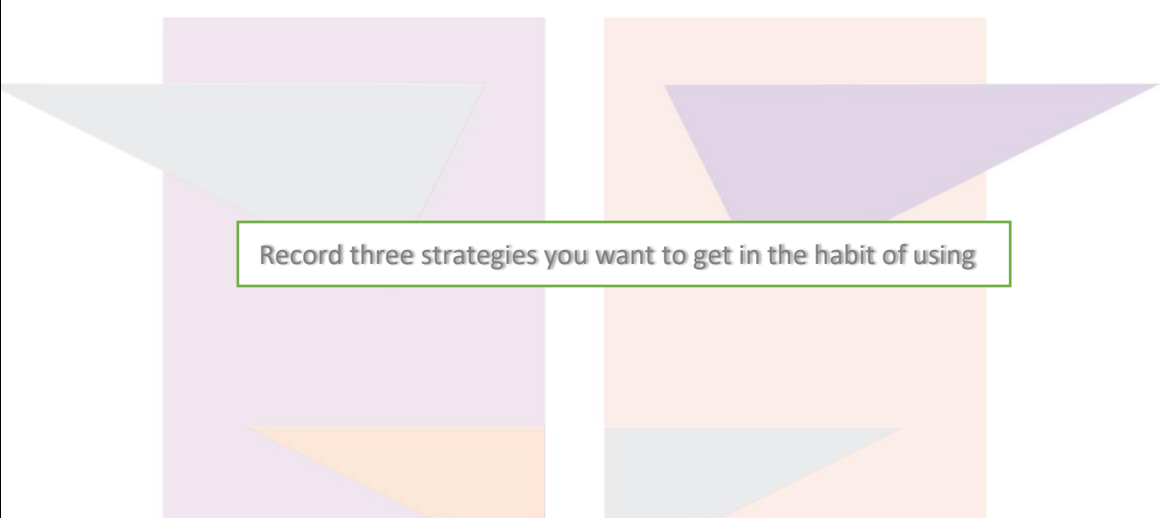
Source: <https://www.ucalgary.ca/wellbeing/files/wellbeing/self-care-starter-kit.pdf>

C. Create Your Self-Care Plan

Once you've determined your personal needs and strategy, write it down. Your self-care plan can be as simple or complex as you need it to be. You may choose to keep a detailed plan at home and carry a simplified version in your wallet, in your purse, or on your phone. Here is an example of how your simplified self-care plan might look:

MY DAILY SELF-CARE PLAN					
Body	Mind	Spirit	Emotions	Relationships	Work

List your favourite practices for each category

MY TOP THREE POSITIVE COPING STRATEGIES					
 <p>Record three strategies you want to get in the habit of using</p>					
MY EMERGENCY SELF-CARE PLAN					
Helpful (To Do)			Harmful (To avoid)		

<div style="border: 1px solid green; padding: 10px; display: inline-block;"> <p>List your top five emergency self-care practices.</p> </div>	<div style="border: 1px solid green; padding: 10px; display: inline-block;"> <p>List five practices, people, places, or things to avoid during time of crisis or stress.</p> </div>
Benefits of using this resource for the senior volunteer:	
<ol style="list-style-type: none"> 1. By developing this plan, senior volunteers will be supports to identify activities and practices that support their wellbeing when working as a migrant integration resource. 2. This self-care plan will also help senior volunteers to sustain positive self-care in the long-term. 	
Assessment	
Learners will complete this plan and will keep it to support their future work with migrants.	
References/ Links to Further Reading	
Source: https://www.pocketmindfulness.com/6-mindfulness-exercises-you-can-try-today/	

Activity Code	Title
R.3.5	ABC Model for Managing Stress
Overview	
This resource provides an in-depth overview of how senior volunteers can use the ABC model to manage stressful situations, and how they react to these situations, which they may encounter in their work as migrant integration advisors.	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor divides the group into pairs and provides all learners with a copy of the template (included below). ❖ Tutor asks the pair to review the examples provided in the worksheet and to complete the short exercise in their pairs. 	

- ❖ Tutor should support the learners to complete this exercise if required, providing guidance and support when answering the questions.
- ❖ Following on from the completion of this exercise, the tutor invites the pairs to presents the outcomes of this exercise to the whole group and to lead a short group discussion on how they found the exercise/how useful they thought the ABC exercise was.

Activity/Handout

Read the following examples and do the exercise following at the end.

Situation:

Mary-Jo has been consciously living a healthy lifestyle for more than two months. She finds out that she wasn't invited to a party at school, but her friend Janice was invited. Mary-Jo thinks to herself, *"Janice always gets invited to things; I never do. I am such a loser—nobody likes me"*. She gets very sad, doesn't go out jogging, and eats a whole box of candy instead.

So what are the ABCs in this scenario?

- Adversity = didn't get invited to the party to which her friend was invited
- Beliefs = "I am such a loser—nobody likes me."
- Consequences = feels sad, even depressed. Has no motivation to go jogging and eats a whole box of chocolates despite her focus on healthier living.

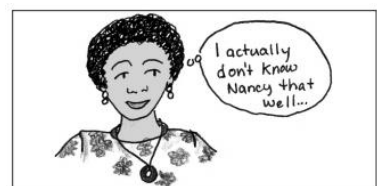


Here is another reaction:

Here's an ABC showing how another person, Anna, reacts to the same situation: *"That's disappointing, but I actually don't know Nancy very well. Janice knows her far better. That's probably why I wasn't invited. Maybe next time I'll be invited."* She goes for a run, stops at a video store to rent a new comedy, and calls a girlfriend to come and watch it.

So what are the ABCs in this scenario?

- Adversity = didn't get invited to the party to which her friend was invited
- Beliefs = "I actually don't know Nancy very well".
- Consequences = Anna lets go of initial feelings of disappointment, do things that help her feel more positive



about herself, and enjoy the rest of the day.

Exercise

Vividly recall a recent adverse event. After recording the A, fill in the C, then the B. Or, you might follow an ABC order. Choose the method that works best for you.

A: Describe the event objectively. Answer these questions: Who? What? Where? When?

B: Record your thoughts about the event. Why do you think it happened?

C: Record your feelings and actions.



Source: <http://www.dartmouth.edu/~eap/abcstress2.pdf>

Benefits of using this resource for the senior volunteer:

1. Using the ABC model can help senior volunteers to recognize their automatic thoughts when they are upset, mad, etc. and can help them to look at things more positively and to look for alternatives to solve a problem; helping volunteers to remain calmer in a situation that is hard to handle.
2. The ABC model can encourage senior volunteers to be reflective about their responses.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code	Title
R.3.6	BC Connections
Overview	
This resource provides an in-depth overview of how senior volunteers can use the ABC model to manage stressful situations, and how they react to these situations, which they may encounter in their work as migrant integration advisors.	
Instructions	
❖ Tutor divides the group into pairs and provides all learners with a copy of the template	

(included below).

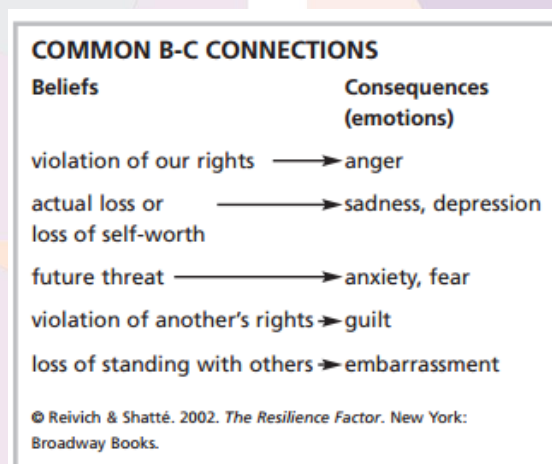
- ❖ Tutor asks the pair to review the worksheet and to complete the short exercise in their pairs.
- ❖ Tutor should support the learners to complete this exercise if required, providing guidance and support identifying the consequences of their emotions, etc.
- ❖ Following on from the completion of this exercise, the tutor invites the pairs to presents the outcomes of this exercise to the whole group and to lead a short group discussion on how they found the exercise/how useful they thought the ABC exercise was.

Activity/Handout

Read the text and prepare to participate in group discussion about B – C connections.

B-C connections

Drs. Karen Reivich and Andrew Shatté, authors of *The Resilience Factor*, have created a useful tool to help people identify their beliefs when they are doing the ABC model. The tool, shown in the following chart, outlines the links between specific beliefs and emotions that people predictably and universally experience. The authors of the “B-C Connections” have charted only the “negative” emotions, as they are commonly the ones we experience in times of adversity.



The chart shows that if we believe that our rights have been violated—for example, if we think that we’ve been treated unjustly or disrespectfully—this will lead to feelings of anger. A belief involving loss causes sadness, perhaps even depression. A belief that something negative is going to happen (future threat) leaves us feeling anxious and fearful.

How can we use the B-C connections to identify our beliefs?

Sometimes it’s hard to identify our beliefs; we often have more experience labelling our feelings. The B-C connections can be used in reverse to help us identify our beliefs. For example, feelings of guilt are often aroused when we believe that we have violated another person’s rights. We feel embarrassed if we believe that we have lost standing in another’s eyes. B-C connections help us increase our self-awareness— an important first step to a resilient response to adversity.

Exercise: Identify the consequences (your emotions) of your own beliefs/ principles when these are violated: i.e. transparency, fairness, equality, justice, cleanness, tidiness, respect, discipline, politeness.

Benefits of using this resource for the senior volunteer:

1. Using the ABC model can help senior volunteers to recognize their automatic thoughts when they are upset, mad, etc. and can help them to look at things more positively and to look for alternatives to solve a problem; helping volunteers to remain calmer in a situation that is hard to handle.
2. The ABC model can encourage senior volunteers to be reflective about their responses.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code

Title

R.3.7

Meditation Techniques

Overview

This activity is relevant for senior volunteers who are interested in beginning meditation but don't know where to start. Before beginning this exercise with senior volunteers, the trainer should introduce the basic tenets of meditation which are relaxation and breathing. They can be difficult to master as a beginner, but with practice, senior volunteers will be able to develop the skills required to engage in regular meditation.

Instructions

- ❖ Trainer is encouraged to practice these techniques several times before implementing them with the group.
- ❖ Trainer provides all learners with a copy of this handout, and leads the group through some of the techniques listed.
- ❖ Following on from this activity, the trainer leads a group discussion to evaluate how the learners felt following these activities and if they need any further support to use these techniques as part of their daily self-care routines.

Activity/Handout

1. Mindful Breathing

1. Sit comfortably on the floor, in a chair or on a stool. If you are seated on the floor it is often

most comfortable to sit cross-legged on a cushion. Comfort is key. Also, remember to keep your back straight.

2. Breathe in slowly through your nose while tensing all your muscles
3. Hold your breath and the tension for a count to five.
4. Slowly release the tension and breathe out through your mouth, letting your breath flow effortlessly in and out of your body.
5. Let go of your thoughts. Let go of things you have to do later today or pending projects that need your attention. Simply let thoughts rise and fall of their own accord and be at one with your breath.
6. Purposefully watch your breath, focusing your sense of awareness on its pathway as it enters your body and fills you with life.
7. Then watch with your awareness as it works work its way up and out of your mouth and its energy dissipates into the world.

Tips:

1. Repeat steps 1-4 as many times as you like.
2. Add a safe place, create one from past memories of calming places.
3. Find and add a short calming slogan, repeat often.
4. At first, practice only when you are not stressed.

2. Mindful Observation

This exercise is simple but incredibly powerful because it helps you notice and appreciate seemingly simple elements of your environment in a more profound way. The exercise is designed to connect us with the beauty of the natural environment, something that is easily missed when we are rushing around in the car or hopping on and off trains on the way to work.

1. Choose a natural object from within your immediate environment and focus on watching it for a minute or two. This could be a flower or an insect, or even the clouds or the moon.
2. Don't do anything except notice the thing you are looking at. Simply relax into watching for as long as your concentration allows.
3. Look at this object as if you are seeing it for the first time.
4. Visually explore every aspect of its formation, and allow yourself to be consumed by its presence.

5. Allow yourself to connect with its energy and its purpose within the natural world.

3. Mindful Awareness

This exercise is designed to cultivate a heightened awareness and appreciation of simple daily tasks and the results they achieve.

Think of something that happens every day more than once; something you take for granted, like opening a door, for example.

At the very moment you touch the doorknob to open the door, stop for a moment and be mindful of where you are, how you feel in that moment and where the door will lead you.

Similarly, the moment you open your computer to start work, take a moment to appreciate the hands that enable this process and the brain that facilitates your understanding of how to use the computer.

These 'touch point' cues don't have to be physical ones.

For example: Each time you think a negative thought, you might choose to take a moment to stop, label the thought as unhelpful and release the negativity.

Or, perhaps each time you smell food, you take a moment to stop and appreciate how lucky you are to have good food to eat and share with your family and friends.

Choose a touch point that resonates with you today and, instead of going through your daily motions on autopilot, take occasional moments to stop and cultivate purposeful awareness of what you are doing and the blessings these actions brings to your life.

Benefits of using this resource for the senior volunteer:

3. Senior volunteers will be supported to develop mindfulness techniques which will support them in their work with migrant communities.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code	Title
R.3.8	Guide Questions for Self-reflection
Overview	
<p>It is so easy to get caught up in the day-to day aspects of life and forget to pause, self-reflect, and look at the bigger picture. Slowing down and taking time to think about our lives is extremely helpful in creating a better sense of we are, who we want to be, and how we will get there.</p> <p>The aim of this resource is to guide senior volunteers through the process of self-reflection so that they can develop their self-awareness skills and write a short paragraph which reflects certain aspects of their lives.</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Provide all learners with a copy of the template (included below). ❖ Ask them to review the self-reflection questions and to write a short paragraph of self-reflection based on these questions. ❖ Tutor should support the learners to complete this self-reflection if required, providing guidance and support when interpreting the questions. ❖ Following on from the completion of this exercise, the tutor should invite learners to share their self-reflections with the group, and should lead a short group discussion on how they found the exercise. 	
Questions/Points for Discussion	
<p>The kinds of questions you ask of yourself and others determine the kind of life you lead. Take the time to review the following questions to get yourself in the mindset of self-reflecting. Using these questions as a guide, write a short paragraph about yourself.</p> <ol style="list-style-type: none"> 1. Who are you? 2. What are you most proud of? 3. What are you most grateful for? What is most important in your life? Is your allocation of time congruent with what you find most important? 4. Who are the 5 people you spend the most time with? Are these people enabling you or holding you back? 5. What are your biggest goals? What is stopping you from pursuing them? 6. Strength and support are all around us. Where is support available to you already? Who can you share your goals with, or ask for support? 7. What are the biggest things you have learned in the last year? How can you use your past experiences to help you in the future? 8. Where do you put your attention and energy when you are overwhelmed or stressed? Is this how you want to spend your resources? 	

Source: <http://www.thecenterforhas.com/blog/self-reflection>

Self-reflection thoughts

Benefits of using this resource for the senior volunteer:

- 1. Self-reflection helps to build emotional self-awareness. By taking the time to ask the important questions, senior volunteers will gain a better understanding of their emotions, strengths, weaknesses and driving factors. Once they understand important aspects of themselves and their lives, they become better able to adapt to changing situations and tough circumstances.

Assessment

N/A

References/ Links to Further Reading

<http://www.thecenterforhas.com/blog/self-reflection>

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Activity Code	Title
R.4.1	Opinion vs. Fact
Overview	
To introduce senior volunteers to using their critical thinking skills to identify opinions from fact in literature, the media, etc. learners will each complete this short handout to get them in the frame of mind to further practice this skill using newspaper articles in the next activity.	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor gives one copy of the handout (included below) to each learner and gives them 5 minutes to complete it. ❖ Following this, the tutor leads a short group discussion to reflect on how they used critical thinking skills to complete this task – what words did they look out for to distinguish between opinion and facts. 	
Activity/Handout	
<p style="text-align: center;">How you would classify the following statements: opinion or fact?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Edith is studying at a University. <input type="checkbox"/> John is studying at a good University. <input type="checkbox"/> Peter is studying at one of the best universities in Europe. <input type="checkbox"/> Universities in Great Britain are better than those in Sweden or Austria. <input type="checkbox"/> There are better technological facilities in second-level schools in Finland than schools in Ireland. <input type="checkbox"/> Based on the facts, I think students from Finland are smarter than those in Ireland. <input type="checkbox"/> Starbucks makes the best coffee on campus. <input type="checkbox"/> Starbucks sell the most expensive coffee on campus. <input type="checkbox"/> I think Starbucks sell the most expensive coffee on campus. <input type="checkbox"/> Starbucks must be on almost every university campus in Europe. 	

Benefits of using this resource for the senior volunteer:
1. This simple activity gives senior volunteers the opportunity to quickly practice their critical thinking skills.
Assessment
N/A
References/ Links to Further Reading
Handout has been adapted from source: http://aeo.sllf.qmul.ac.uk/Files/CriticalThinking/fact%20or%20opinion.pdf

Activity Code	Title
R.4.2	Challenging Stereotypes and Myths
Overview	
<p>In this activity, senior volunteers will be invited to write down the first thing that comes to mind when they think of some of the non-EEA countries where migrants to Europe, currently and historically, come from: Serbia, India, Ukraine, Pakistan, Russia, Iraq, Turkey, Somalia, Albania, Nigeria, Kosovo and Syria. While many of the words they will write down will be prejudices, characteristics, traits, stereotypes and perceptions that they have perhaps developed due to media or other influences, they will be asked to write something on the page for each country. At the end of this activity, they will be asked to engage in group discussion, to review the characteristics and stereotypes listed and to use their critical thinking skills to challenge these stereotypes and to ask are these characteristics and traits true or false? Are they myths and stereotypes? And to critically assess what sources and influences have informed their perception of this country. In the group activity which follows, they will perform a similar analysis of their own country which will help to show them how false some stereotypes can be.</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor prints one country per page and distributes to each learner. ❖ There are 12 countries listed, only print one country for each learner ❖ Tutor gives one page to each learner and asks them each to write one word, characteristic or trait that comes to mind for the country written at the top of the page. ❖ Once the learner has written on their own sheet, tutor asks them each to pass the sheet to the left and write another word, characteristic or trait on the new sheet handed to them. ❖ Repeat this activity until all learners have had the opportunity to write on each sheet and each learner has their original sheet back. ❖ Once the exercise has been completed, tutor asks each to present their country to the group. ❖ Learners will name the country on their sheet and read through the words written on the sheet. ❖ After this, learners will engage in a short debate about the words, characteristics and traits 	

listed answering the following questions:

- Are these true or false?
- Are they myths or stereotypes?
- What informs our perception of this country?
- ❖ To contextualize this activity, the tutor will lead the group discussion to identify the most common myths and stereotypes about the learners' own country.
- ❖ Tutor notes down these myths and stereotypes on a flipchart and learners discuss how valid these stereotypes are.

Activity/Handout

Country: Serbia

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Country: India

1. _____

2. _____

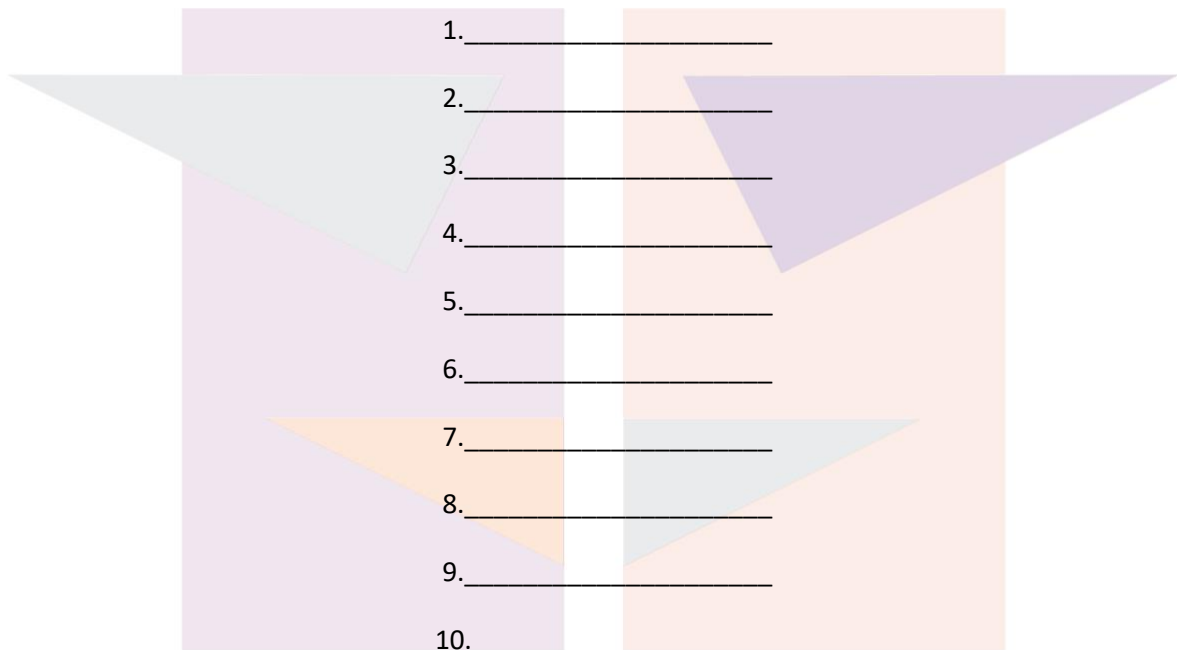
3. _____

4. _____

5. _____

- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____

Country: Ukraine



- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____

Country: Pakistan

- 1. _____
- 2. _____
- 3. _____
- 4. _____

- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____

Country: Russia

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____

Country: Iraq

- 1. _____
- 2. _____
- 3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Country: Turkey

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Country: Somalia

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Country: Albania

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Country: Nigeria

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Country: Kosovo

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Country: Syria

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Benefits of using this resource for the senior volunteer:

1. Critical thinking skills should be used in everyday life to challenge stereotypes and myths so that volunteers working with migrant communities don't succumb to the prejudices and bias about the migrant population in their countries. Senior volunteers will benefit from completing this activity because it will make them aware of some of the prejudices and pre-conceived ideas we have about people from other countries, cultures and religions.
2. Senior volunteers completing this activity will be given the opportunity to evaluate the stereotypes and myths about other cultures which they hold and through the group discussion, they can question these prejudices and learn how to use their critical thinking skills to overcome them.

Assessment

Learners are invited to conduct additional research into the country they were allocated as part of their self-directed learning and to practice their critical thinking and evaluation skills.

References/ Links to Further Reading

Additional activities available at:

<https://globaldigitalcitizen.org/10-great-critical-thinking-activities-that-engage-your-students>

Bianco, Cinzia, (January, 2017) 'Correcting 5 Myths on Refugees to Europe.' Available at:

<http://www.egic.info/post/correcting-5-myths-on-refugees-to-europe>

Activity Code	Title				
R.4.3	Lost at Sea				
Overview					
<p>The aim of this activity is to encourage learners to engage in collective problem solving as part of their smaller groups. The idea behind the activity is that, learners pretend they are shipwrecked at sea. They have become stranded in a life raft, but items from the shipwreck have floated to them. Each group has a box of matches, and a list of items as outlined below. Group members must now review the items and prioritise which are most useful and important for their survival. This activity will draw on the critical thinking skills which learners have developed earlier in this module as well as their group problem-solving skills. In order to complete the activity, learners must review the items they have and rank them in order of importance, but crucially, all group members must agree on the rank importance of each item.</p>					
Instructions					
<ul style="list-style-type: none"> ❖ Tutor divides the group into two smaller groups and gives each learner a copy of the 'Lost at Sea Ranking Chart' (below). ❖ Tutor gives each learner 10 minutes to review the list and provide their 'Individual Ranking' in the second column. ❖ Tutor then gives the group 10 minutes to discuss the importance of each item and to assign a 'Group Ranking' which should be noted in the third column. ❖ Tutor then presents the Correct Ranking to the group using a PowerPoint slide. ❖ Learners take note of the Correct Ranking and complete the fourth, fifth and sixth columns respectively. 					
Activity/Handout					
Lost at Sea Ranking Chart					
List of Items	Individual Ranking by Group Member	Group Ranking	Correct Ranking*	Difference between individual and group ranking	Difference between correct and group ranking
A mosquito net					
A can of petrol					
A water container					
A shaving mirror					
A sea chart					

A plastic sheet					
A sea chart					
A floating seat or cushion					
A rope					
Some chocolate bars					
A waterproof sheet					
A fishing rod					
Shark repellent					
A bottle of rum					
A VHF radio					
Emergency rations					

* The 'correct ranking' is included below and should only be revealed by the tutor at the end of the activity.

Benefits of using this resource for the senior volunteer:

1. This is a fun and accessible activity that will engage senior volunteers in active problem-solving.
2. This activity allows senior volunteers the opportunity to practice their individual and group problem-solving skills and also to practice negotiation and deductive reasoning in a fun and interactive way.

Assessment

N/A

References/ Links to Further Reading

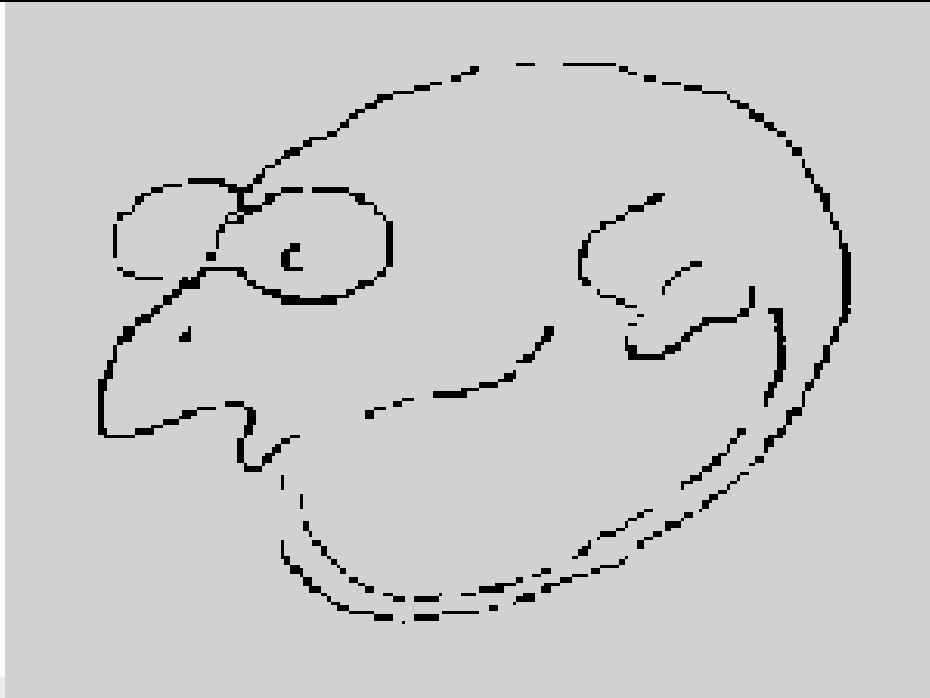
Mindtools.com (2017), Available at: <https://www.mindtools.com/pages/article/team-building-problem-solving.htm>

Activity Code	Title
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R.4.4	Identify a Problem
Overview	
<p>The aim of this activity is to engage the senior volunteers to be able to, as a group, identify an issue in their community and work towards addressing that issue together. During this activity, volunteers will develop skills and competences which will support them in their role as migrant integration advisors in the future.</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor introduces the group to this activity and gives each learner a copy of the 'Identifying a Problem' worksheet (below). ❖ Tutor gives each learner 10-15 minutes to review the worksheet and to fill out the table to list the issue, why they care about it, what the area looks like locally, organisations working in this area and 3 things people should know. ❖ Tutor divides the group into two smaller groups and in their groups, the tutor asks all learners to think about the social issue identified and to discuss each issue with the group members. ❖ Tutor allows 30-40 minutes for these group discussions to allow learners sufficient time to identify and discuss each issue raised in the group. ❖ After this time, the tutor brings the whole group back together and conducts a feedback session on how the learners found this exercise. 	
Activity/Handout	
<p>Identifying a Problem</p>	
<p>What is your issue?</p> <p><i>Think of a social issue which affects your community or a societal group.</i></p>	<ul style="list-style-type: none"> • • •
<p>Why do you care about this issue?</p> <p><i>Think of all reasons why you feel this issue is important and pertinent.</i></p>	<ul style="list-style-type: none"> • • •
<p>What does this issue look like in my area?</p> <p><i>Is it only an issue which affects your area?</i></p>	<ul style="list-style-type: none"> • • •
<p>Are there some organisations working to address this issue?</p> <p><i>List the organisations here.</i></p>	<ul style="list-style-type: none"> • • •

Where can you find data on this issue? <i>List possible information sources here.</i>	<ul style="list-style-type: none"> • • • 	
What are the 3 things people should know about your issue?	<ul style="list-style-type: none"> • • • 	
Benefits of using this resource for the senior volunteer:		
1. This activity will benefit senior volunteers as it will give them the practical skills and experience they will need to become effective problem-solvers when they begin their role as migrant integration advisors.		
Assessment		
N/A		
References/ Links to Further Reading		
Serna-Wallender, Alexander, "Shaping Community - Teamwork and Critical Thinking" (2013). Understanding by Design: Complete Collection. 256. http://digitalcommons.trinity.edu/educ_understandings/256		

Activity Code	Title
R.5.1	Perception Exercise – The Pin-wall
Overview	
The aim of this activity is introduce senior volunteers to the different patterns of perception in a fun and interactive way.	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor welcomes all learners to the workshop and asks all learners to look at the image (below) and say what they see. ❖ Each learner is given 20-30 seconds to describe what they see. ❖ Following on from this activity, tutor leads a short group discussion on the topic of how different people can perceive the same image in different ways. 	
Activity/Handout	



Benefits of using this resource for the senior volunteer:

1. This activity introduces the senior volunteers to the different patterns of perception and shows how we can each perceive the same image in different ways.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code	Title
R.5.2	Self-test – Perception and Communication
Overview	
<p>The self-test “Perception and Communication” allows senior volunteers to identify their favored perceptual channel and use it for motivating others to communicate when working with migrants. A conscious training of all sensory channels will enhance the perception, communication skills and flexibility of the senior volunteer.</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor provides a copy of the self-test (below) to each learner and guides senior volunteers to complete the self-evaluation of how they use perception in their communication. 	

Activity/Handout

Self-test – Perception and Communication

Please answer the following questions. In some cases you may weigh which option is more valid than the others. Therefore we recommend that you decide on the preferred option spontaneously and review the overall impression in practice.

1. I make important decisions based on ...
 - a. Plausible and descriptive notes
 - b. Convincing discussions and statements
 - c. Conscious trading of impressions against gut instinct

2. In case of a dispute ...
 - a. I try to get a visual impression of my dialogue partner and how he illustrates his points
 - b. I listen attentively to understand the message of my dialogue partner
 - c. I primarily pay attention to the emotional relation with my dialogue partner to get access to him/her

3. When meeting people I recognize first ...
 - a. how they behave and how they are dressed
 - b. how they sound when speaking
 - c. their body language and their sensibility

4. It is easy for me ...
 - a. to decide on suitable color combinations
 - b. to identify individual voices on a party
 - c. to select comfortable furniture

5. Entering a room I pay special attention to ...
 - a. the global image determined by the furniture, the colors and the luminosity
 - b. the soundscape, for example that there is no background noise from outside
 - c. the harmony of the room. I simply have to feel good

6. Learning is most easy for me in case ...
 - a. I can see how things work
 - b. somebody explains to me how it works
 - c. I can get hands on experience to understand how it works

7. I have fun reading magazines which include ...
 - a. many pictures
 - b. discussions of interesting topics
 - c. sports, other activities or hands-on hobbies

8. If I have to handle many things ...

- a. I prepare a list to envision how to execute the different tasks
 - b. I generate motivation by repeatedly encouraging myself
 - c. I feel uncomfortable and I feel better when the pressure is relieved
9. Preferably I live in a neighbourhood ...
- a. which is good looking, well-kept, with a splendid view and a clean environment
 - b. with a low noise level inside as well outside the house
 - c. where I feel comfortable and safe
10. In my free time I ...
- a. preferably go to the cinema or watch TV
 - b. like to hear music or attend a concert
 - c. go in for sports, physical or skilled manual activities

Evaluation:

Add-up the letters from 1 to 10

	Frequency	Perceptual channel
a		visual
b		auditory
c		kinaesthetic

Discover your preferred perceptual channel.

The frequency of the respective letter indicates which perceptual channel you use most often.

Benefits of using this resource for the senior volunteer:

1. It is important to know that senior volunteers are aware of their preferred perception channel. This is linked to how they process information, how they communicate with others and how they perceive the world.
2. Their perception is not ONLY visual or auditory or kinaesthetic as everyone uses all senses. The question is how often, in which situation, and in which series they use the different senses.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code	Title																																																																																														
R.5.3	Perception and Communication – Activity 2																																																																																														
Overview																																																																																															
<p>With the help of the tutorial ‘Perception and Communication’ senior volunteers can identify their preferred perceptual channel and to communicate when working with migrants. A conscious training of all sensory channels will enhance the perception, communication skills and flexibility of the senior volunteer.</p>																																																																																															
Instructions																																																																																															
<ul style="list-style-type: none"> ❖ Tutor provides all learners with a copy of the handout (below). ❖ The best way to complete this activity with the group is to have the items read out by the tutor slowly, as the senior volunteers concentrate on their related spontaneous association (do I first of all see, hear, feel, smell, or taste the notion?). ❖ Then volunteers mark a cross in the relevant column on the handout and collate the results. ❖ When evaluating the results of this activity, the senior volunteers should identify the preferred perceptual channel of their partner and then modifying your communication to fit better with this preference. ❖ Tutor should allow 10 minutes for completing the handout and 5-10 minutes for the practice between the pairs. ❖ After this, the tutor leads a short group discussion on how the senior volunteers found the activity to be. 																																																																																															
Activity/Handout																																																																																															
<table border="1"> <thead> <tr> <th>Item</th> <th>I see</th> <th>I listen</th> <th>I feel</th> <th>I smell</th> <th>I taste</th> </tr> </thead> <tbody> <tr><td>Coffee</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Sea</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Playing children</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Lilac</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Tree</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Airplane</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Roast goose</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Rain</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Cowshed</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Pub</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Holiday</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Cat</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Soap</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Lemon</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>						Item	I see	I listen	I feel	I smell	I taste	Coffee						Sea						Playing children						Lilac						Tree						Airplane						Roast goose						Rain						Cowshed						Pub						Holiday						Cat						Soap						Lemon					
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Soap																																																																																															
Lemon																																																																																															

Storm					
Freshly baked bread					
Waterfall					
Early morning					
Candle					
Sunset					

Evaluation:

What is the nature of your preferred perceptual channel?

- ✓ Auditory
- ✓ Kinaesthetic
- ✓ Visual

Benefits of using this resource for the senior volunteer:

1. It is important to know that senior volunteers are aware of their preferred perception channel. This is linked to how they process information, how they communicate with others and how they perceive the world.
2. Their perception is not ONLY visual or auditory or kinaesthetic as everyone uses all senses. The question is how often, in which situation, and in which series they use the different senses.

Assessment

N/A

References/ Links to Further Reading

N/A

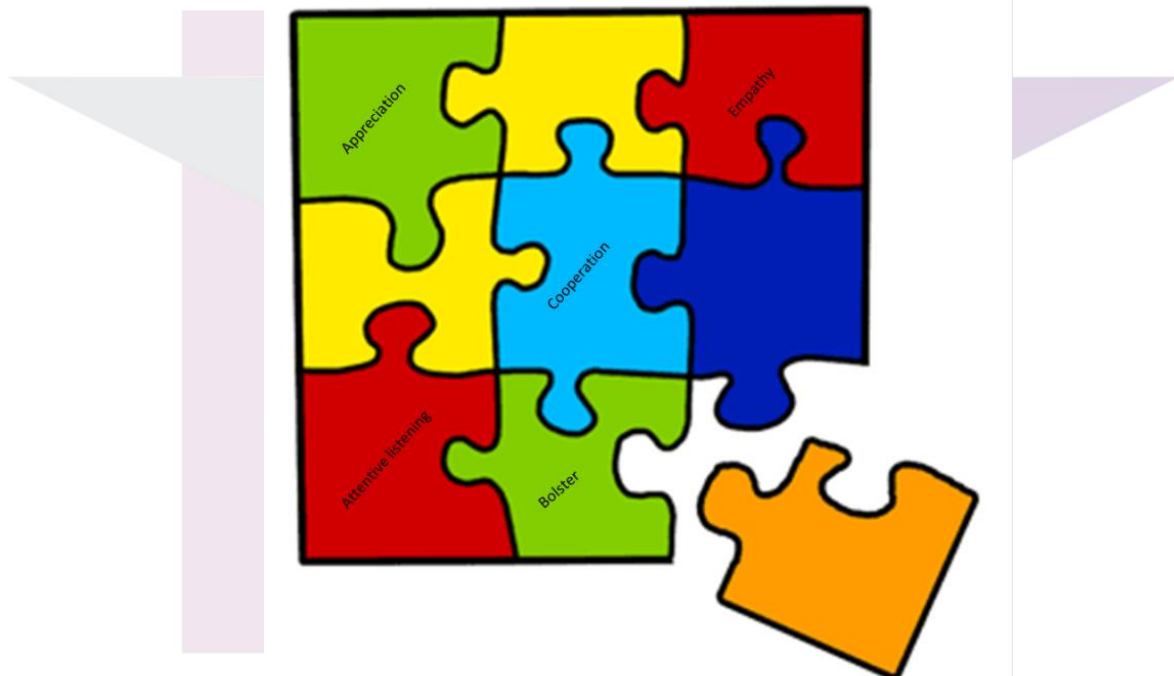
Activity Code	Title
R.5.4	Motivating communication
Overview	
<p><i>Purpose:</i> Addressing the conditions and characteristics of communication which motivates and encourages others.</p> <p><i>Available Time:</i> 15 minutes</p> <p><i>Resources needed:</i> The tutor creates a puzzle (see below), which is distributed to the participants. The puzzle contains some predefined keywords and some empty fields. The predefined keywords are headings for the characteristics and pre-requisites for a good cooperation between senior volunteers</p>	

and migrants to be supervised.

Instructions

- ❖ Tutor distributes the previously divided puzzle (in multiple versions) to the participants. The puzzle can be distributed to each individual person or to several small groups.
 - a) Step 1: The puzzle is put together.
 - b) Step 2: The existing keywords are analyzed and discussed by the working groups or the participants (for example, what does empathy mean?) Why is empathy important?.
 - c) Step 3: The open spaces are supplemented and explained by the working groups or the participants.
 - d) After this, the tutor leads a short group discussion: which keywords are relevant for my voluntary work and why?; tutor asks participants to share short examples.

Activity/Handout



Benefits of using this resource for the senior volunteer:

1. This activity introduces the senior volunteers to the characteristics, qualities and attributes they will have to develop in order to effectively communicate with migrants.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code	Title
R.5.5	Technique of asking questions
Overview	
<p><i>Purpose:</i> Senior volunteers work in pairs to practice to asking questions and understanding what each other means. With these questions, volunteers generate emotions and initiate thought processes. They will practice how to calm down, motivate, direct the conversation to ensure they convey what they meant to and zero in on problems if they arise.</p> <p><i>Available Time:</i> 25-30 minutes</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor divides the group into pairs and distributes copies of the questions (below) to each pair. ❖ Tutor then gives the learners 15 minutes to practice with as many questions as possible. ❖ Tutor advises the learners to try to transform the closed questions into open questions and to try to use interrogative pronouns such as “what”, “how”, “which”, and “could”. ❖ Finally, the learners are asked to observe themselves during a conversation and to answer the following questions with the whole group: <ol style="list-style-type: none"> a) Which interrogative form do you use most often? b) What can and what could you modify in order to better reach your communication goals? 	
Activity/Handout	
<p>List of Questions:</p> <p>Closed: Did you come to Europe via the Mediterranean Sea?</p> <p>Open:</p> <p>Closed: Do you have problems with settling in your new surrounding?</p> <p>Open:</p> <p>Closed: Do you like to attend the language course?</p> <p>Open:</p> <p>Closed: Does the course fulfill your expectations?</p> <p>Open:</p>	

Closed: Have you thought already about what kind of work you would prefer to do?

Open:

Closed: Why didn't you help your neighbour?

Open:

Closed: Do you like the social networks?

Open:

Benefits of using this resource for the senior volunteer:

1. Senior volunteers get the opportunity to practice different ways to ask questions to ensure that they are communicating effectively with their partner.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code	Title
R.5.6	Technique of asking questions
Overview	
<p><i>Purpose:</i> Senior volunteers work in pairs to practice to asking questions and understanding what each other means. With these questions, volunteers generate emotions and initiate thought processes. They will practice how to calm down, motivate, direct the conversation to ensure they convey what they meant to and zero in on problems if they arise.</p> <p><i>Available Time:</i> 5-10 minutes</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor explains the activity to the group (as described below). ❖ Tutor asks the group for one volunteer to play this game and one volunteer to monitor the 	

<p>type and frequency of the questions asked by the other group members.</p> <ul style="list-style-type: none"> ❖ This activity can be repeated with other volunteers if time allows.
Activity/Handout
<ul style="list-style-type: none"> ❖ One member of the group introduces a person to the group. (It should be a well-known person in public life.) ❖ The other group members take turns to guess who the person is by asking questions. ❖ The volunteer who has introduced the person is only allowed to give more detailed answers to the questions if they are formulated as <i>open questions</i>. ❖ If the question can be answered with yes, no, or a single word, which is the case for closed questions, the answer will be yes, no, or a single word without giving any more details. ❖ One learner observes and concentrates carefully on the questions. ❖ The relative frequency of the different questions is summarized to strengthen the difference between open and closed questions.
Benefits of using this resource for the senior volunteer:
<ol style="list-style-type: none"> 1. Senior volunteers get the opportunity to practice different ways to ask questions to ensure that they are communicating effectively with the group.
Assessment
N/A
References/ Links to Further Reading
N/A

Activity Code	Title
R.5.7	Active Listening Activity 1
Overview	
<p><i>Purpose:</i> Working in pairs, volunteers practice active listening in order to get more information on the motives and the background of what their partner is saying. They build up confidence faster with their partner and avoid misunderstandings and conflicts during the discussion.</p> <p><i>Available Time:</i> 10 minutes</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor divides the group into pairs and explains the activity to the group (as described below). ❖ One member of each pair describes their problem and the other practices active listening. ❖ After 5 minutes, ask the volunteers to swap roles. 	

Activity/Handout	
<ul style="list-style-type: none"> ❖ In pairs, one volunteer is asked to report on a simple problem she/he had in her/his or something they are apprehensive about in their work with migrants. ❖ The other volunteer listens and reacts to the story as an “active listener”. They repeat orally what they have understood and they should not use the same words as their partner, but use their own formulations to repeat the statements. This shows that they have understood what has been said. ❖ It may be helpful for senior volunteers to use the following expressions at the beginning of a sentence: <ul style="list-style-type: none"> a) “Did I understand you right” b) “Do you mean that... .” c) “ So to say you mean that” d) “ If I understand you right, then” ❖ If their partner agrees with their oral repetition, the listener can be sure that they have understood properly. ❖ The volunteer who tells the story should give the listener some feedback after the conversation, stating how she/he perceived the situation and their reaction. 	
Benefits of using this resource for the senior volunteer:	
1. Senior volunteers get the opportunity to practice their active listening skills and to receive instant feedback from their peers.	
Assessment	
N/A	
References/ Links to Further Reading	
N/A	

Activity Code	Title
R.5.8	Active Listening Activity 2
Overview	
<i>Purpose:</i> Working on their own, volunteers practice active listening skills.	
<i>Resources needed:</i> Story of “The Dog and The Horse”; Pens and note-taking materials for all learners.	
<i>Available Time:</i> 20 minutes	
Instructions	
❖ Tutor distributes copies of “The Dog and The Horse” story to all learners.	

- ❖ The tutor reads the story aloud for the group.
- ❖ While the learners listen to the story, the tutor instructs them to listen for the following:
 - a) characters – personality, qualities, movement;
 - b) setting;
 - c) sequence;
 - d) clues that tell about the Hmong people and their way of life.
- ❖ Once the story has been read, the learners answer orally or on paper the following questions:
 - a. Who were the characters in the folktale?
 - b. What was the farmer’s problem?
 - c. When did the problem occur?
 - d. Why didn’t the dog do anything to help the farmer?
 - e. How did the horse help the farmer?
 - f. How did the farmer praise the horse?
 - g. What is the moral of this folktale?
 - h. What does this moral mean to you?

Activity/Handout

Story of The Dog and The Horse

There once was a farmer with a dog and a horse. One day, a burglar entered the farmer’s home, but the dog didn’t do anything about it. He let the thief steal all of the farmer’s things.

In the morning, when the farmer went to check his things, everything was gone. He turned to the dog and asked if he’d seen someone steal his things the night before. The dog denied having seen anything.

In the evening, the horse asked the dog why he hadn’t done anything to the thief the night before. The dog answered, “I didn’t do anything last night because many times before I chased thieves away, but the farmer never gave me anything to eat. He still lets me go very hungry.” The horse said, “If you don’t want to do anything when a thief comes, let me do it.”

The Dog agreed, so the horse continued, “If I see a thief coming to steal things, I will make a loud noise, and farmer will come to catch the thief.”

In the evening, the thief came again, so the horse made a loud noise. The farmer came running, but instead of praising the horse for his good deed, the farmer picked up a board and hit the horse in the mouth to make him be quiet. The dog, who had been watching, spoke to the horse, “I told you already, but you wouldn’t believe me. Now, you know I was right. You said you wanted to do it, and you didn’t believe me, and now you know I was right.”

The poor horse answered, “I hoped the farmer wouldn’t do that, and I don’t know why he did that to me.” The horse never helped the farmer again.

The moral of the story is: “Don’t force your help on someone who does not request it.”

Benefits of using this resource for the senior volunteer:

1. Senior volunteers get the opportunity to practice their active listening skills

Assessment
N/A
References/ Links to Further Reading
N/A

Activity Code	Title
R.5.9	"I" Messages
Overview	
<p><i>Purpose:</i> Senior volunteers get the opportunity to practice to formulating I-messages in a conversation.</p> <p><i>Resources needed:</i> Worksheet with examples; Pens and note-taking materials for learner, and copies of the worksheet with 'you-messages' for each learner.</p> <p><i>Available Time:</i> 20 minutes</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor divides the group into pairs and explains the activity to the group (as described below). ❖ Learners work together in pairs and transform the "You"-messages into "I"-messages. ❖ On completion of this activity, learners are asked to review what aspects of the activity caused them the most trouble. 	
Activity/Handout	
<p style="text-align: center;">'You' message and 'I' messages</p> <ol style="list-style-type: none"> a) You always produce so much dirt. b) You always make it easy for you. c) I feel totally hurt because you've lied to me again. d) You're totally annoying me. e) I feel like you can do that more carefully. f) It seems to me that you just cannot be on time. g) You're always so great. h) You did that beautifully. i) Just do your stuff alone. j) You could also say something about it. k) You just imagine that. l) You have two left hands. 	

m) I could have guessed.
Benefits of using this resource for the senior volunteer:
1. Senior volunteers get the opportunity to practice formulating 'I' messages.
Assessment
N/A
References/ Links to Further Reading
N/A

Activity Code	Title
R.5.10	Handling of killer phrases
Overview	
<p><i>Purpose:</i> To identify 'killer phrases' in conversation and to reformulate them in a constructive way. Use the list of killer phrases to train to avoid using these phrases in conversation and to develop counter techniques.</p> <p><i>Resources needed:</i> Worksheet with killer phrases; Pens and note-taking materials for each learner.</p> <p><i>Available Time:</i> 20 minutes</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor divides the group into pairs and explains the activity to the group (as described below). ❖ Learners work together in pairs and complete the worksheet. ❖ Tutor provides the learners with the following example by writing it on a flipchart: <p><i>Example:</i></p> <p>Negative killer phrase: "This suggestion cannot be realized."</p> <p>Positive formulation: "Probably it is not easy to realize this suggestion, because ..."</p> ❖ This example will guide the learners to complete the worksheet. 	
Activity/Handout	
<p style="text-align: center;">Worksheet</p> <ul style="list-style-type: none"> <input type="checkbox"/> We've never done it that way before ... <input type="checkbox"/> It won't work ... <input type="checkbox"/> We haven't the time ... <input type="checkbox"/> We haven't the manpower ... <input type="checkbox"/> It's not in the budget ... <input type="checkbox"/> We've tried that before ... 	

- We're not ready for it yet ...
- All right in theory but can you put it into practice? Too academic ...
- Too modern ...
- Too old-fashioned ...
- Let's discuss it at some other time ...
- You don't understand our problem ...
- We're too small for that ...
- We're too big for that ...
- We have too many projects now ...
- Let's make a market research test first ...
- It has been the same for twenty years so it must be good ...
- Let's form a committee ...
- That's not our problem ...

Benefits of using this resource for the senior volunteer:

1. Senior volunteers get the opportunity to identify 'killer phrases' in conversation and to reformulate them in a constructive way.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code

Title

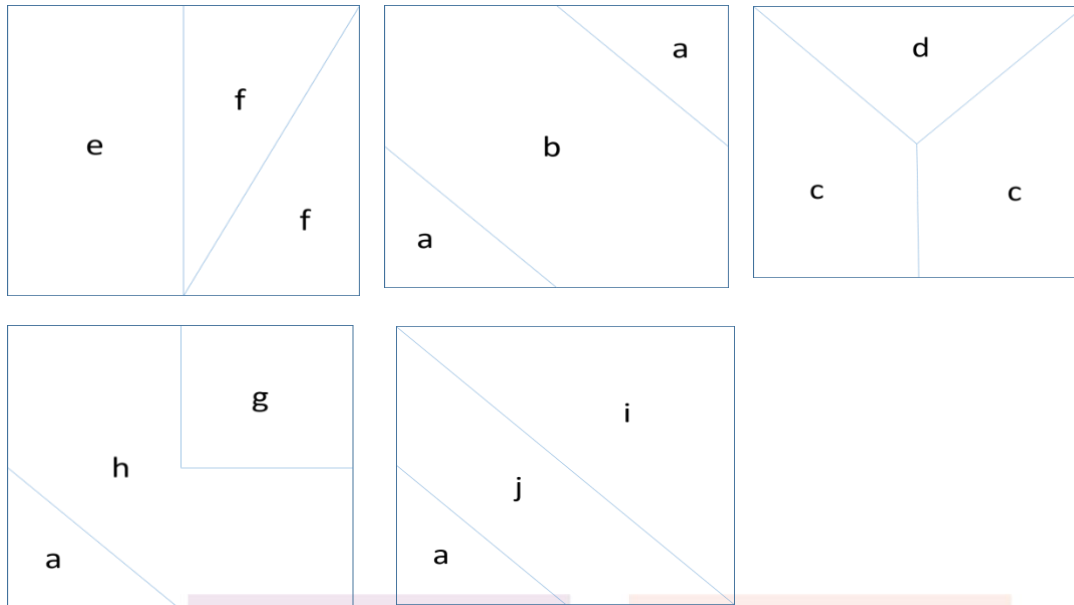
R.5.11

Formation of Squares

Overview

Purpose: To practice effective collaboration within the group.

Resources needed: Envelopes with prepared squares; writing materials for the observers. 5 squares are inscribed and cut according to the following drawings.



The squares have a side length of 15 cm and must be cut very carefully.

Available Time: 25 minutes

Instructions

- ❖ Tutor divides the group into subgroups of 3. Where there are surplus learners, they will act as observers for the activity and will be divided among the groups so there is an observer for every 1 or 2 groups.
- ❖ Each group sits at a table with five envelopes, each containing different parts of the squares. The task is to assemble five squares of equal size.
- ❖ The group has only finished after there is one complete square laying in front of each group member.
- ❖ Observers have the task that the rules are observed and they look after the reactions of the participants – they may take notes.
- ❖ At the end of the activity, the observers are asked first for their impressions. Then the group members tell their experience.

Activity/Handout

The following rules have to be observed:

- Nobody is allowed to speak.
- Nobody is allowed to ask for a piece of paper or signal that she/he needs a specific piece.
- Nobody is allowed to interfere in the figure of another learner – pieces, however, can be shifted to the middle of the table or passed over to other participants.

Possible Questions:

- What has been fun, what has been difficult?
- Did all members of the group cooperate on an equal footing? In case some members dominated: why, how did the others react?
- In which way one can help somebody without doing the job for him/her?

Benefits of using this resource for the senior volunteer:
2. Senior volunteers get the opportunity to practice their effective group collaboration.
Assessment
N/A
References/ Links to Further Reading
N/A

Activity Code	Title
R.5.12	Practical Examples
Overview	
<p><i>Purpose:</i> Senior volunteers have the opportunity to apply the knowledge they have learned in Module 5.</p> <p><i>Available Time:</i> 15-20 minutes</p>	
Instructions	
<ul style="list-style-type: none"> ❖ For this activity, the tutor appoints one of the learners to act as the facilitator for this activity and the tutor will observe the volunteer. ❖ The facilitator (volunteer) introduces the group to the activity as described in R.5.11. ❖ For the purpose of completing this activity, learners are asked to imagine that they are looking after this refugee family as a senior volunteer. ❖ The facilitator divides the group into pairs or smaller groups and asks each pair or group to practice their communication skills by taking a different example from those listed below. ❖ The facilitator monitors the work of each pair or group and advises the learners where necessary. ❖ At the end of the activity, the facilitator poses the following questions to the pairs or groups and records their answers on a flipchart: <ol style="list-style-type: none"> a) How do you deal with the situation? b) How do you react to this? c) Would you seek help from others or try to find a solution yourself? d) If you would like to get help from others, whom would you to contact? e) How did you experience the discussions with the partners? 	
Activity/Handout	
<p>Example 1</p> <p>The second example is related with the advice given to a young Afghan mother who has difficulties with her husband. He does not agree with her independent life style in Germany.</p>	

Example 2

The third example is related with the observation of senior volunteers that girls from Syria have difficulty making decisions independently.

The more generally formulated example is based on various conversational situations in which the girls were asked for their opinion and, instead of responding accordingly, they often simply were silent or communicated that they did not know.

Example 3

Amir (11 years old) has not been to school regularly for quite some time. His class teacher has already made contact with his parents. The parents try in vain to influence Amir positively. Added to this is a striking behavioral change of Amir. The otherwise rather lively boy seems closed and always withdraws. He no longer takes part in meals and avoids body contact.

Example 4

Mayla (5 years old) lives alone with her mother in a two-room apartment. At lunch, she tells that her mother has been away overnight. On demand, it becomes clear that this has happened more often.

Benefits of using this resource for the senior volunteer:

1. Senior volunteers get the opportunity to practice the skills they have developed as part of module 5, and one volunteer gets the opportunity to practice facilitating the group.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code	Title
R.5.13	Basic Terms in Different Languages
Overview	
<i>Available Time:</i> 15-20 minutes	
Instructions	
<ul style="list-style-type: none"> ❖ The facilitator decides with the group which language(s) the list of basic terms will be translated (depending on the language of migrants they aim to support) ❖ For this activity, the tutor appoints another learner who introduces the group to the activity as described below. ❖ The facilitator divides the group into pairs or smaller groups and asks each pair or group to complete one part of the catalogue. ❖ The tutor and the group decide together which part of catalogue they complete ❖ The facilitator monitors the work of each pair or group and advises the learners where necessary. 	

❖ After completion, the pairs present the result for all

Activity/Handout

Please complete the catalogue with the terms that are necessary for you:

English	Bosnian Serbian-Croatian (or other language)
Hello Good Morning	Dobro Jutro
How are you?	Kako ste?
My name is ____.	Mode ime je ____.

Classroom Expressions

English	Bosnian Serbian-Croatian (or other language)
teacher	Ucitelj
paper	Papir
pen	Heijska
pencil	Olovka
chair	Stolica
table	Sto
water	Voda
door	Vrata
bus	autobus

Commands

English	Bosnian Serbian-Croatian (or other language)
Listen	Slusaj
Give me	Dajmi
to read	da se cita

to speak	da se prica
to write	da se pise
to draw	da se crta

Colours

English	Bosnian (or other language)	Albanian (or other language)
red	crvena	e kuge
green	zelena	jeshil
yellow	zuta	e verddhe
brown	smeda	Kafe
blue	plava	blu

Numbers

English	Bosnian (or other language)	Vietnamese (or other language)	Albanian (or other language)
1	jeden	mot	Nje
2	dva	hai	Dy
3	tri	ba	Tre
9	devet	chin	Nente
10	deset	muoi	dhje

Benefits of using this resource for the senior volunteer:

1. Senior volunteers get the opportunity complete the log to identify common phrases they will need in different languages.
2. Senior volunteers are able to use and to understand basic terms when making contact with the migrants and inviting them into conversation with them. As such this is a good resource for senior volunteers to use to support them in developing their mentoring partnerships with migrants.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code	Title
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R.5.14	Flashlight
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Overview

Purpose: To complete a simple review and evaluation for the workshop content with each learner.
Available Time: 5-10 minutes

Instructions

❖ Tutor distributes copies of the evaluation form (below) to each learner.

Activity/Handout

		I learned in the workshop			
		a lot	enough	not so much	nothing
What was your feeling from the workshop?	😊				
	😐				
	☹️				

Please give feedback on the following points :

Are you satisfied the workshop? – short explanation

What you have learned – what can you take home?

Which part of the workshop did you like and not like? - short explanation

Is there anything you would like to know more about?

How satisfied are you with the organisation of the workshop? – short explanation

Benefits of using this resource for the senior volunteer:

1. Senior volunteers get the opportunity to provide feedback on the workshop and module content.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code	Title
R.6.1	Facilitation
Overview	
<p>A facilitator must be conscious of her/his own behaviour if s/he wants to promote the group's development. S/he must analyse accurately the patterns of behaviour developing in the group. S/he must recognise the roles assumed by group members and, most importantly, be aware of how s/he interacts with the group in general and with individuals in particular.</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor distributes copies of the worksheet (below) to each learner. ❖ Tutor allows learners time to answer the questions and asks some learners to report his/her answers and reflections to the group. 	
Activity/Handout	

Ask yourself these questions and, after reflection, write down your responses:

1. Styles and process of facilitation

- Which of the process/task styles do you use most often?
- Is there a style you do not use? Why not?
- Is there a style you use frequently? Why?
- Is this helping the group?
- Could you widen your repertoire of styles? How?

2. How do you rate yourself as a facilitator?

It is useful, now and again, to check out your definition of facilitation – the areas in which you are using your skills and how effectively you are using those skills. Make a list of the groups and settings where you currently use facilitation skills. The following questions can help you to evaluate your performance:

- What is the group task?
- How do you focus on the group's working methods?
- How do you feel about this group?
- What is the group's future direction?
- Are there any difficulties in working with this group?
- What is going well with this group?
- How do you feel about the group's progress?
- What skills are you using to enhance the working and the work of this group?
- How do you feel about yourself as a facilitator with this group?
- What might you do differently with this group to better use your skills, or meet the groups stated needs?

3. Feelings about facilitation

In answering the following questions you will articulate your beliefs, wishes, fears and feelings about facilitation. This will guide your future development and use of facilitation skills. Take your time answering the questions. Write down your answers and talk them through with a friend, colleague or supervisor.

(a) Why do you use facilitation skills in your work?

- How do you feel when asked to facilitate?
- What are your thoughts/words/reactions in response to a request to facilitate?
- How do you feel before/during/after a facilitation session?

(b) List the fears and anxieties you have about:

- facilitation in general

- facilitating particular groups of people
- facilitating in particular settings
- facilitating particular themes or topics

Your beliefs and values about facilitation will inevitably change over time. The following questions may be challenging and you may find yourself giving different answers at different times in your work.

- Describe what you consider to be a good environment for learning and development.
- How does your work method reflect your beliefs and values about people/group work/development?
- How do you think facilitation contributes to the achievement of a task/activity within a group?

4. Motivation and benefits

- What motivates you in your work?
- How do you benefit from facilitation work?
- How do you think the people you work with benefit from your use of facilitation?

5. Improving facilitation skills

- What are your strengths as a facilitator?
- What areas do you need to develop as a facilitator?

Benefits of using this resource for the senior volunteer:

1. Senior volunteers get the opportunity to reflect about their style of facilitation.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code	Title
R.6.2	Understanding Group Dynamics
Overview	
<p>A little observation and listening can go a long way in helping senior volunteers to establish credibility with a new group. Observing how the group leader and group members communicate with each other will give the volunteer insight to the norms and informal rules that are often never openly discussed. This activity allows the group to identify aspects of group dynamics in a real-world context which will help them to better understand group dynamics and will highlight what they should look out</p>	

for when facilitating groups of migrants as part of their voluntary work as migrant integration advisors.

Instructions

- ❖ Tutor distributes copies of the worksheet (below) to each learner.
- ❖ Tutor allows learners time to answer the questions and asks some learners to report his/her answers and reflections to the group.
- ❖ Tutor encourages discussion especially if they have different point of view about the group dynamics.
- ❖ Tutor explains them the different group's characteristics according to their answers

Activity/Handout

Try to analyse and understand the group dynamic of your group now.

To better understand your group's dynamics, you can assess its communication practices:

1. How does the leader facilitate the group (communication style)?
2. Who do people look at when they talk, that is, who are they trying to influence?
3. Who competes for influence by consistently communicating after certain individuals?
4. Who participates when decisions are made and whose opinion is sought?
5. Whose comments are quoted by others versus whose comments are passed over?
6. Who is the most knowledgeable?
7. What topics are openly discussed versus what topics are clearly off-limits or avoided?
8. Which team members support each other?
9. How are disagreements handled?
10. Who talks the most versus who listens the most?

The answers to these questions will give you tips for understanding your group's dynamics. They will allow you to identify the following about your group:

- climate and operating style (questions 1 – 10)
- decision making style (questions 1, 2, 4, 7, 9)
- individual team members roles (questions 2, 4, 6, 9, 10)
- conflicts and conflict resolution style (questions 3, 5, 7, 8, 9)
- alliances and sanctioned members (questions 2, 5, 8)
- influential power brokers (questions 2, 4, 5)
- subject matter experts (questions 4, 6)
- communication style (questions 1, 7, 9, 10)
- sensitive political issues (questions 7, 9)

<ul style="list-style-type: none"> individual team member interaction styles (question 3, 4, 6, 8, 9, 10)
Benefits of using this resource for the senior volunteer:
2. Senior volunteers get the opportunity to test their knowledge of group dynamics and to receive feedback from the tutor.
Assessment
N/A
References/ Links to Further Reading
N/A

Activity Code	Title
R.6.3	Role-play
Overview	
The aim of this activity is to give all learners the opportunity to 1) take part in a role-play activity and 2) observe how role-play works in a group-work setting.	
Instructions	
<ul style="list-style-type: none"> ❖ For this activity, the tutor appoints a third learner to take on the role of facilitator. ❖ The facilitator distributes copies of this worksheet (below) to all learners and reads through the role play activities described. ❖ The facilitator invites 3 learners to volunteer to play the roles of Susan, Bobby and John. ❖ The 3 volunteers are given some time to prepare their scene (3-5minutes). During this time the facilitator leads a short group discussion on 'how useful role play could be to their work with migrants'. ❖ The 3 volunteers act out their scene, and after this the 3 actors provide feedback to the group on how they found the experience. ❖ The facilitator then divides the other learners into groups of 3 and asks them to act out the role play; with the 3 volunteers acting as observers for each group. ❖ The facilitator then leads a short whole group discussion on how the learners felt assuming the various roles in the role play, i.e. the facilitator first asks for feedback from all the Susans, then all the Bobbys and then all the Johns. ❖ The facilitator records this feedback on a flipchart. ❖ The tutor then conducts a group feedback on how the facilitator felt and on how the group felt the activity was facilitated. 	
Activity/Handout	
John's company has offered him an interesting job in Paris. The salary is excellent and there are a lot of	

perks. However, he has not accepted yet. He discusses the matter with his wife, Susan, and their eighteen-year old son, Bobby.

Card A: SUSAN

You have a shop in Buenos Aires and do not speak any foreign languages. You look after your aging and sick mother, 80. Going to live abroad would mean giving up everything you do and starting over, not to mention that you would have to take your mother with you, because your sister Edith is very careless and you do not trust she will look after her properly.

Card B: BOBBY

You are about to finish secondary school and would like to study abroad and see the world.

You can't wait to leave.

Card C: JOHN

This is a wonderful opportunity and you trust that your family will follow you. However, you do not want to make them unhappy and will try to please them as much as possible.

Benefits of using this resource for the senior volunteer:

1. Senior volunteers get the opportunity to practice using role-play as a method of group facilitation.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code	Title
R.7.1	Practical activity for Learning Styles
Overview	
The purpose of this activity is to help learners to:	
<ul style="list-style-type: none"> • Understand that different learning styles exist and realise their importance within the 	

teaching-learning process;

- Understand the relationship between learning styles and academic success;
- Identify and analyse own preferred learning styles as an example of how to use learning styles with learners.

Instructions

- ❖ For this activity, tutor initiates a brainstorming with all learners regarding reasons why it is important to understand one's learning style:
- ❖ Tutor then explains that learning styles can be classified based on various criteria.
- ❖ Tutor distributes the worksheet below to learners (one worksheet per learner) and asks them to fill in. This way they will find out about three new learning styles, additional to those discovered through the PPT.

Activity/Handout

Learning Styles Worksheet

Please write your name here:

For each of the statements below, circle the letter (K, V or A) of the phrase that is true for you most of the time.

1. If I have to learn something, I learn best when I:

(K) Try to do it myself

(V) Watch someone show me how

(A) Hear someone tell me how

2. When I read, I often find that I:

(A) Read out loud or hear the words inside my head

(V) Visualize what I am reading in my mind's eye

(K) Fidget and try to "feel" the content

3. When asked to give directions, I:

(V) See the actual places in my mind as I say them or prefer to draw them

(A) Have no difficulty in giving them verbally

(K) Have to point or move my body as I give them

4. If I am unsure how to spell a word, I:

(K) Write it in order to determine if it feels right

(V) Write it in order to determine if it looks right

(A) Spell it out loud in order to determine if it sounds right

5. When I write, I:

(A) Often say the letters and words to myself

(V) Am concerned how neat and well-spaced my letters and words appear

(K) Push hard on my pen or pencil and feel the flow of the words or letters as I form them

6. If I had to remember a list of items, I would remember it best if I:

(V) Wrote them down

(A) Said them over and over to myself

(K) Moved around and used my fingers to name each item

7. I prefer teachers who:

(K) Use hands-on activities.

(V) Use the board or overhead projector while they lecture

(A) Talk with a lot of expression

8. When trying to concentrate, I have a difficult time when:

(A) There is a lot of noise in the room

(V) There is a lot of clutter or movement in the room

(K) I have to sit still for any length of time

9. When solving a problem, I:

- (V) Write or draw diagrams to see it
- (A) Talk myself through it
- (K) Use my entire body or move object to help me think

10. When given written instructions on how to build something, I:

- (K) Try to put the parts together first and read later
- (V) Read them silently and try to visualize how the parts will fit together
- (A) Read them out loud and talk to myself as I put the parts together

11. To keep occupied while waiting, I:

- (A) Talk or listen to others
- (V) Look around, stare, or read...
- (K) Walk around, manipulate things with my hands, or move/shake my feet as I sit

12. If I had to verbally describe something to another person, I would:

- (V) Be brief because I do not like to talk at length
- (A) Go into great detail because I like to talk
- (K) Gesture and move around while talking

13. If someone were verbally describing something to me, I would:

- (K) Become bored if her description got too long and detailed
- (V) Try to visualize what she was saying
- (A) Enjoy listening but want to interrupt and talk myself

14. When trying to recall names, I remember:

(V) Faces but forget names

(A) Names, but forget faces

(K) The situation that I met the person other than the person's name or face

- Then you support learners to score their results and identify their own learning style. You provide them the following scoring instructions:

Add the number of responses for each letter and enter the total below. The area with the highest number of responses is probably your primary mode of learning. But remember, most people learn through a mixture of all three styles. So don't worry if a dominant mode doesn't emerge. You're a versatile learner!

Visual (V) = _____ Auditory (A) = _____ Kinesthetic (K) = _____

- Ask learners to find more about the three learning styles – visual, auditory and kinesthetic – by reading the information below. You may organize the reading with the whole class or individually (if individually, then you have to distribute the text below to all learners):

Characteristics of Visual, Auditory and Kinesthetic Learning Styles

If you have a visual learning style, you learn by seeing and looking.

Visual learners:

- *take numerous detailed notes*
- *tend to sit in the front*
- *are usually neat and clean*
- *often close their eyes to visualize or remember something*
- *find something to watch if they are bored*
- *like*
- *to see what they are learning*
- *benefit from illustrations and presentations that use color*
- *are attracted to written or spoken language rich in imagery*
- *prefer stimuli to be isolated from auditory and kinesthetic distraction*
- *find passive surroundings ideal*

If you have an auditory learning style, you learn by hearing and listening.

Auditory learners:

- *sit where they can hear but needn't pay attention to what is happening in front*
- *may not coordinate colors or clothes, but can explain why they are wearing what they are wearing and why*
- *hum or talk to themselves or others when bored*
- *acquire knowledge by reading aloud*
- *remember by verbalizing lessons to themselves (if they don't they have difficulty reading maps or diagrams or handling conceptual*

assignments like mathematics).

If you have a kinesthetic learning style, you learn by touching and doing.

Kinaesthetic learners:

- *need to be active and take frequent breaks*
 - *speak with their hands and with gestures*
 - *remember what was done, but have difficulty recalling what was said or seen*
 - *find reasons to tinker or move when bored*
 - *rely on what they can directly experience or perform*
 - *activities such as cooking, construction, engineering and art help them perceive and learn*
 - *enjoy field trips and tasks that involve manipulating materials*
 - *sit near the door or someplace else where they can easily get up and move around*
 - *are uncomfortable in classrooms where they lack opportunities for hands-on experience*
 - *communicate by touching and appreciate physically expressed encouragement, such as a pat on the back*
- Now that your learners have learned a little more about the learning styles, end the activity by addressing them following questions and ask few of them to answer (voluntarily):
 1. What do you think are some of the challenges associated with the learning style of the learners you are working with?
 2. What do you think are some of the advantages of the learning style that you think you will be able to use with your learners?

Benefits of using this resource for the senior volunteer:

1. Following this activity, senior volunteers will understand that learning styles impact not only training/learning performance, but also our success in the workplace, society and in the world. While learning styles don't reflect our actual abilities, they do influence the way in which we learn to perform work and social tasks, manage our time and resources, and how we interact with co-workers and family members who have different learning styles.
2. Some learners may discover that they have more than one preferred learning style.
3. Learners will understand that there is no right or wrong learning style.

Assessment

N/A

References/ Links to Further Reading

Adaptation from the sources: (1)

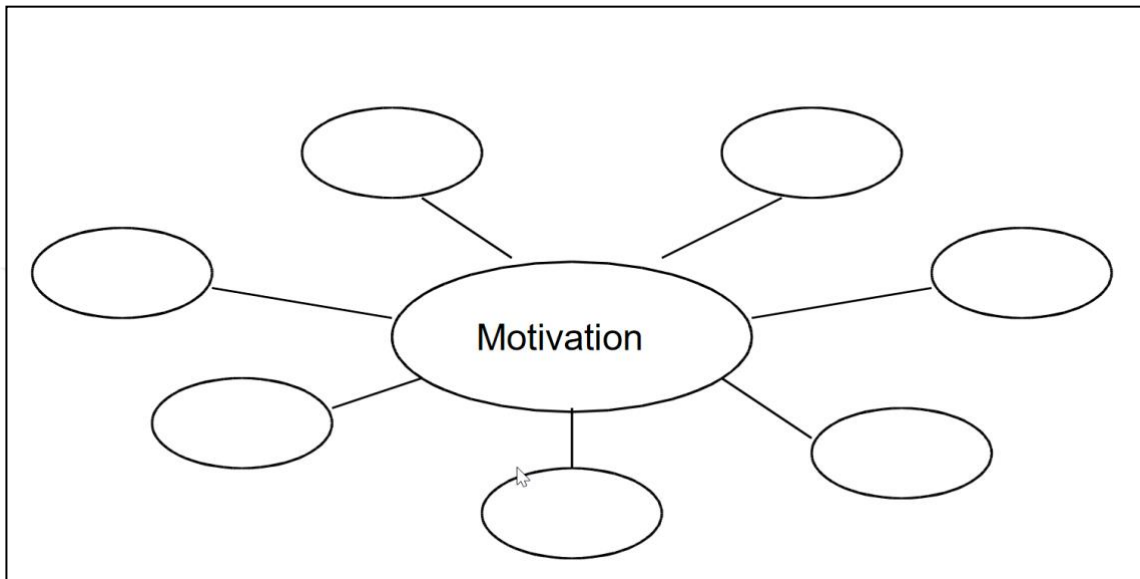
<https://www.careercruising.com/newmedia/docs/American/Activities/Activity14.pdf>, (2) Learning Styles and Study Skills Worksheet from Learning to Study Through Critical Thinking by Jonelle A. Beatrice, (3) <https://www.schoolonwheels.org/pdfs/3121/Learning-Styles.pdf>, all accessed on

02.06.2017)

Activity Code	Title
R.7.2	Practical activity for Fostering Learners' Motivation
Overview	
The purpose of this activity is to support senior volunteers' reflection and development and/or improvement of skills necessary for better motivating their learners.	
Instructions	
<ul style="list-style-type: none"> ❖ For this activity, tutor divides learners into groups of 3-5 people. ❖ Tutor then distributes the worksheet below to groups and asks them to use it. 	
Activity/Handout	
<p style="text-align: center;">Learners' Motivation Worksheet</p> <p>Read the paragraph below and think/reflect about learners' motivation:</p> <p><i>"There are over twenty internationally recognised theories of learner motivation and more than 100 definitions of this term. In general, instructors and trainers can find very few guidelines that suggest how to cohesively and consistently apply the most useful and practical elements from this extensive array of motivational information. Teachers search for that one pedagogy that may motivate all learners, but unfortunately and realistically, motivating learners will never be a singular or simplistic process."</i></p> <p>Discuss the previous paragraph with the colleagues in your group. Initiate discussion based on the following questions:</p> <ul style="list-style-type: none"> • <i>How easy or difficult you find it to motivate your learners?</i> • <i>What types of activities motivate your learners?</i> • <i>How did the learning environment and/or classmates affect your learners' motivation?</i> • <i>How did your learners learn to deal with challenges while learning?</i> • <i>What kept your learners on track to meet their long-term learning goal?</i> • <i>What made learning enjoyable or exciting to your learners?</i> • <i>What type of teachers your learners said helped them learn most effectively?</i> • <i>Which teachers did your learners like best? Why?</i> • <i>What strategies you use to motivate your learners?</i> <p>Write the strategies that you use to motivate your learners in the chart below:</p>	

Participants' names:	Strategy used with my learners
Name 1.....	
Name 2.....	
Name 3.....	
Name 4.....	
Name 5.....	

In your group, answer the questions *“What factors would you relate to motivation?”* Make a mind map with factors that could be related to motivation. You can add as many factors as you need/want.



Is there any relation between those factors and the motivational strategies your group stated that you used to motivate your learners (are there any commonalities between the factors and the motivational strategies)? If the answer is YES, which ones?

Benefits of using this resource for the senior volunteer:

1. Through this activity, senior volunteers will improve their awareness and skills for motivating learners in their group.

Assessment

N/A

References/ Links to Further Reading

Adaptation from the sources: (1) https://americanenglish.state.gov/files/ae/resource_files/reflection_worksheet.pdf, (2) <http://digifolio.rvp.cz/artefact/file/download.php?file=73752&view=11466>, both accessed on 15.06.2017).

Activity Code	Title
R.7.3	Quick Quiz for Lesson 1 - Module 7 "Tutorial Skills"
Overview	
<p>The purpose of this activity is to conduct an evaluation of the learning acquired by senior volunteers from lesson 1. This short quiz will test the knowledge of senior volunteers on some of the key learning content covered in the face-to-face session.</p>	
Instructions	
<p>❖ Tutor distributes the evaluation form below to all learners and asks them to complete it and return it to the tutor for review.</p>	
Activity/Handout	
<p>Please answer the multiple-choice items below by marking (X) only one answer (the one which you consider it correct) from the 4 options (a, b, c, d) offered.</p> <ol style="list-style-type: none"> Which of the statements below represents <u>one</u> of Knowles' Assumptions or Characteristics of Adult Learners? <ol style="list-style-type: none"> As a person matures, the motivation to learn is internal; As a person matures, his/her self concept moves from one of being a self-directed human being toward one of being a dependent personality; As a person matures, his/her readiness to learn towards the developmental tasks of his/her social role decreases; As a person matures, his/her time perspective changes from immediacy of application to one of postponed application of knowledge. Which of the statements below represents one of Knowles' Principles of Andragogy? <ol style="list-style-type: none"> Adults are theory-oriented! Adult learners like to be respected! Adults are results-oriented! Adults bring learning experiences to life experiences and knowledge! Which of the learning styles below are most appropriate to Adult Learning? <ol style="list-style-type: none"> cooperative learning, discovery learning, learning from peers, learning autonomously; discovery learning, problem-based learning, workplace learning, theoretical learning; learning by doing, problem-based learning, active learning, research-based learning; cooperative learning, discovery learning, problem-based learning, active learning. Which of the didactical methods below are appropriate for Adult Learning? <ol style="list-style-type: none"> brainstorming case study 	

<p>(c) group work (d) devil’s advocate technique</p> <p>5. Which of the tips below is recommended to motivate adults for learning?</p> <p>(a) use humor; (b) avoid exploration; (c) reduce emotions in favour of rationality; (d) use only written materials.</p> <p>Correct answers: 1 a); 2 b); 3 d); 4 c); 5 a).</p>
Benefits of using this resource for the senior volunteer:
1. Through this activity, senior volunteers have the opportunity to test their knowledge on the content covered in the face-to-face workshop.
Assessment
N/A
References/ Links to Further Reading
N/A

Activity Code	Title
R.7.4	Practical activity for Teaching/Tutoring Skills
Overview	
The purpose of this activity is to allow learners to analyse their teaching/tutoring skills and identify development areas.	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor organizes learners in groups of 3-5 individuals. ❖ Tutor distributes the worksheet below and explain how to use it, by reading through the intended purposes and tasks. ❖ After filling in the worksheet, learners are asked to share in their group the Teaching/Tutoring Skills profile. ❖ The tutor will speak with each group to discuss findings and provide feedback and recommendations regarding their skill development areas. 	
Activity/Handout	

Worksheet on Teaching/Tutoring Skills

Think of a potential group of learners that you will be working with and a course/training session that you will implement with them, and fill in the data below:

Course profile (title, duration, main objectives):

.....

Learner group profile (age of learners, educational & professional background, cultural background, etc.):

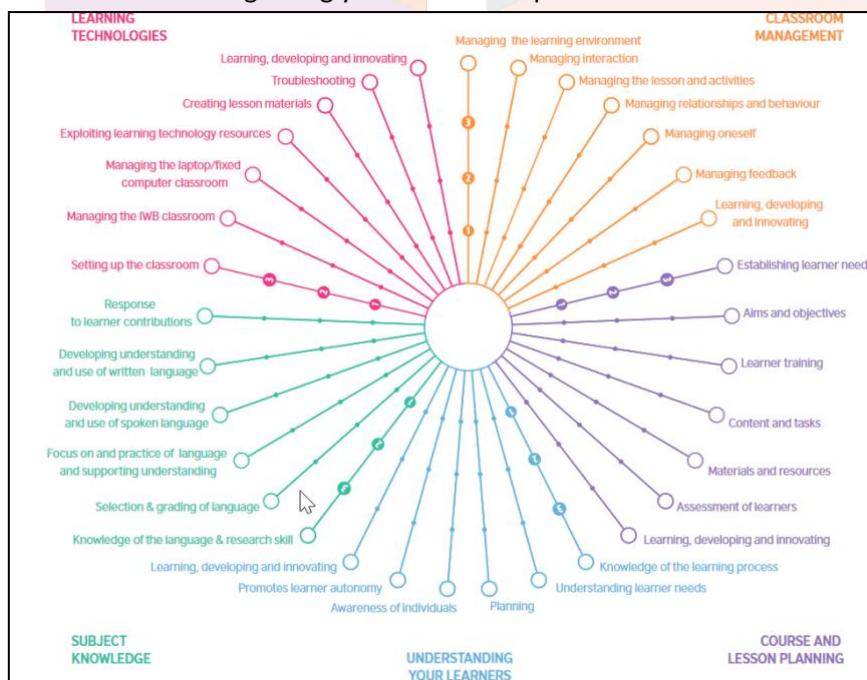
.....

In relation to the course and group of learners described above, use the Teaching/Tutoring Skill profile below to analyze your sub-skills set and identify development areas.

Put an 'X' on each skill area/line (0 = no skill, 3 = highly skilled). If needed use the Teaching Skills descriptors for sub skill details (from https://www.britishcouncil.fr/sites/default/files/bc_teaching_skills.pdf)

Join all your 'X's. This shows your current Teaching/Tutoring Skills profile for this course and group.

Next, think about your development as a teacher/trainer, changes on the education, learning and training market, and centre priorities. Put new Xs on the profile in the areas you want to develop. The profile now shows your skills gap. Decide if your development areas are short/long term. Discuss your findings with colleagues in your group and with the trainer/tutor. The trainer/tutor will provide you feedback & recommendations regarding your skill development areas.



Benefits of using this resource for the senior volunteer:
1. Through this activity, senior volunteers have the opportunity to analyse their teaching/tutoring skills and identify areas where they can develop or improve their skills.
Assessment
N/A
References/ Links to Further Reading
Adaptation from the source: https://www.britishcouncil.fr/sites/default/files/bc_teaching_skills.pdf , accessed on 19.06.2017)

Activity Code	Title		
R.7.5	Practical activity for Developing Training and Training Materials		
Overview			
The purpose of this activity is to help learners to begin designing their training session and training materials.			
Instructions			
<ul style="list-style-type: none"> ❖ Tutor organizes learners in groups of 3-5 individuals. ❖ Tutor distributes the worksheet below and explain how to use it, by reading through the intended purposes and tasks. ❖ After filling in the worksheet by working together (team work), the tutor asks each group to share and discuss their results with the other groups. ❖ The tutor will discuss the results with each group and provide feedback and recommendations. 			
Activity/Handout			
<p>Worksheet on Developing Training and Training Materials</p> <p>Work in groups of 3-5 persons to complete this worksheet that helps you begin designing a training session and materials.</p>			
No.	Element of design / development	Guiding question	Answer
1	General theme or topic	In general, what knowledge and skill areas will be the focus of the training?	
2	Goals and objectives	What do we want participants to learn during	

		the training? (What will they leave knowing more about or what new skills will they have acquired?)	
3	Essential question	What central questions do we want participants answering as the training unfolds?	
4	Summary of participant activities	How will participants accomplish curriculum objectives and answer the questions in numbers 2 and 3 above? (e.g. small group discussions and projects, lectures, role-playing.)	
5	Resources	What resources might the trainer use to help participants accomplish curriculum objectives? (e.g. current research, guest speakers, discussions, encouragement)	
6	Assessment activities	How will we determine if participants a) have reached curriculum objectives identified in number 2 above; b) can answer the questions in number 3.	
7	Evaluation of the training and the training process	How will we evaluate the quality and usefulness of the training as well as its implementation?	
Benefits of using this resource for the senior volunteer:			
1. Through this activity, senior volunteers gain some experience in how to plan a training session and training materials.			
Assessment			
N/A			
References/ Links to Further Reading			
Adaptation from the source: https://www.msb.se/RibData/Filer/pdf/26433.pdf , accessed on 22.06.2017)			

Activity Code	Title
R.7.6	Practical activity for Purpose and Importance of Teaching and Learning Materials
Overview	
The purpose of this activity is to support learners analyse and reflect on the purpose and importance of teaching and learning materials.	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor organizes learners in groups of 3-5 individuals. ❖ Tutor distributes the worksheet below, flipchart sheets and coloured markers to each group. ❖ Tutor then explains to each group how they should complete the activity, by reading through the intended purposes and tasks. ❖ After completing the activity, the tutor asks each group to present their mind map to the other groups . ❖ The tutor will discuss the results with each group and provide feedback and recommendations. 	
Activity/Handout	
<p style="text-align: center;">Worksheet on Purpose and Importance of Teaching and Learning Materials</p> <p>Brainstorm in your group to create a Mind Map regarding the Purpose and Importance of Teaching and Learning Materials. Use the questions below for brainstorming:</p> <ul style="list-style-type: none"> • What do you think is the purpose of teaching and learning materials? • What would be the disadvantages of not using teaching and learning materials in the classroom situation? <p><u>Suggestion:</u> you can ‘grow’ your mind map, by including purpose, importance, advantages/disadvantages, impact, effects...or any other factor/element related to the Teaching and Learning Materials.</p> <p>Present your mind map to the other groups. Sustain with arguments your ideas represented on the map.</p>	
Benefits of using this resource for the senior volunteer:	
1. Through this activity, senior volunteers have the opportunity to work in a group to develop a mind map which presents the importance of teaching and learning materials.	
Assessment	
N/A	
References/ Links to Further Reading	
Adaptation from the source: http://unesdoc.unesco.org/images/0013/001320/132019eo.pdf , accessed on 27.06.2017)	

Activity Code	Title
R.7.7	Quick Quiz for Lesson 2 - Module 7 "Tutorial Skills"
Overview	
<p>The purpose of this activity is to conduct an evaluation of the learning acquired by senior volunteers from lesson 2. This short quiz will test the knowledge of senior volunteers on some of the key learning content covered in the face-to-face session.</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor distributes the evaluation form below to all learners and asks them to complete it and return it to the tutor for review. 	
Activity/Handout	
<p>Please answer the multiple-choice items below by marking (X) only one answer (the one which you consider it correct) from the 4 options (a, b, c, d) offered.</p> <ol style="list-style-type: none"> 1. Which of the definitions below describes a tutor? <ul style="list-style-type: none"> (e) a person who gives individual, or in some cases small group, instruction; (f) a fellow/colleague enrolled in the same course like you; (g) a person trained to give guidance on personal or psychological problems; (h) a supervisor who monitors your activity. 2. In addition to content knowledge, what does a tutor need, in order to be efficient? <ul style="list-style-type: none"> (a) empathy, honesty, humor, caring attitude; (b) confidence, accessibility, comfort, cleanliness; (c) discipline, elegance, romanticism, being sophisticated; (d) grace, being incisive, authority, self-sufficiency. 3. Which of the approaches below should a tutor use with diverse learners? <ul style="list-style-type: none"> (a) using a single type of delivery format for the learning content, to allow learners getting familiarised with it; (b) communicating directly with proficient learners and indirectly with low-profile learners; (c) applying teaching strategies that respond to each learner as an individual; (d) allocating same time to reflect and digest the learning content and activities to all learners. 4. What are the major factors that the development of learning materials depends on? <ul style="list-style-type: none"> (a) Learners' profile, learners' involvement, learning style; (b) Learners' training needs, learning outcomes, learners' preparedness; (c) Learning objectives, learners' fluency in the language of instruction, learners' motivation; (d) Learners' training needs, learning objectives, learning outcomes. 	

<p>5. Which of the following features should the learning materials have?</p> <p>(a) Colorful, small-sized, friendly; (b) Group-based designed, traditional, basic level; (c) Written-format, un-structured, optional; (d) Clear, logical, accessible.</p> <p>Correct answers: 1 a); 2 a); 3 c); 4 d); 5 d).</p>
Benefits of using this resource for the senior volunteer:
1. Through this activity, senior volunteers have the opportunity to test their knowledge on the content covered in the face-to-face workshop.
Assessment
N/A
References/ Links to Further Reading
N/A

Activity Code	Title				
R.7.8	Feedback Form for Module 7 “Tutorial Skills”				
Overview					
The purpose of this activity is to evaluate the success of module 7 – Tutoring Skills in addressing the learning needs of senior volunteers and in developing their competence in this area.					
Instructions					
❖ Tutor distributes copies of the evaluation form below (one per learner), asks learners to complete the evaluation and return the forms to the tutor for review.					
Activity/Handout					
Please provide your feedback on the content and the organization of this workshop (composed of Lessons 1 and 2) through which it was provided to you Module 7 of the BRAMIR Train-the-Trainer Curriculum. Your responses will help us improving the quality of Module 7 delivery!					
Please mark (X) your answer to each statement	I strongly disagree	I disagree	I do not know	I agree	I strongly agree

	1	2	3	4	5
The workshop met my expectations					
The workshop satisfied my training needs					
The workshop's objectives were clearly and adequately stated					
The workshop's content was interesting and relevant					
The themes discussed were useful and relevant for my area of activity					
The level of interactivity was appropriate					
The activities were suitable and suggestive in relation to the Module's content					
Please mark (X) your answer to the following statements				Yes	No
The duration of the workshop was right for me					
The pace of the workshop was right for me					
The workshop was highly motivational for me					
The trainer was efficient and professional					
The technical equipment used was sufficient and effective					
The overall organisation of the workshop was effective					
Please mention here 3 aspects that you liked the most about this workshop:					
<hr/>					
<hr/>					
<hr/>					
Please mention here 3 aspects that you liked less about this workshop:					
<hr/>					
<hr/>					
<hr/>					
Are there any areas to be improved in the BRAMIR Train-the-Trainer Curriculum or in the delivery of its face-to-face sessions?					
<hr/>					
<hr/>					
Thank you for filling in this questionnaire!					
Benefits of using this resource for the senior volunteer:					
1. Through this activity, senior volunteers have the opportunity to appraise the success of the learning content for module 7 in meeting their expectations as learners.					
Assessment					

N/A
References/ Links to Further Reading
N/A

Activity Code	Title
R.8.1	Broadband or Wi-Fi
Overview	
<p>The purpose of this handout is to provide an in-depth overview of the different options and infrastructure available to senior volunteers to connect to the internet. This handout has been written in accessible language so that senior volunteers can follow it in class and can also read through it in their own time.</p>	
Instructions	
<ul style="list-style-type: none"> ❖ Tutor distributes copies of the handout (below) to all learners and reads through the handout with them, answering any questions as they arise. 	
Activity/Handout	
<p style="text-align: center;">Broadband or Wi-Fi</p> <p>There are a number of routes to the internet and each has its advantages. However, you may be limited by what is available in your area. You need to decide on your priorities. Cost, flexibility, and reliability are all factors for most people.</p> <p>What is broadband?</p> <p>Broadband is a direct connection to the internet which is provided through your phone line or via cable, satellite or a wireless network such as 3G or some TV cable companies, such as Sky. Although the broadband is always on and may be connected through the phone line, it does not affect the ability to make or receive phone calls. The high-speed internet access and uninterrupted phone lines means that businesses can be productive and efficient.</p> <p>Working from a wired network comes with restrictions. The direct connection means that you must work from one fixed point and the number of devices that can potentially be connected to your network relies on the amount of access points you have installed. If you want to extend your network then you must be prepared to pay for and install additional broadband LAN points.</p> <p>In recent times, most tablets and smart phones on the market are 'Wi-Fi' only which means your wired network needs to be extended to support wireless (Wi-Fi) by adding one or more Wi-Fi access points.</p>	

Advantages: High-speed and generally reliable access. Is often cheaper than Wi-Fi (though not always.)

Disadvantages: Can only be used from one vantage-point in the house (not including phone usage)
Modern laptops and tablets are made “Wi-Fi” only, which means your broadband is of limited use.

What is Wi-Fi?

Wi-Fi is a network technology which uses radio waves to allow you to access a local network or access the Internet over high speed broadband like ADSL (Asymmetric digital subscriber line), once you connect your router to your local network without wires and cables lying around the home or office. Most businesses utilise this technology by creating a Local Area Network (LAN) to wirelessly connect their computers and devices to share data, access the internet and connect to printers etc. over a small localised area.

The beauty of a Wi-Fi connection is that you can roam around the house without being confined by wires and cables. You can use the internet on your device on the move (provided you are within the access points range) without having wires everywhere and in view. Also, a larger volume of devices may connect to this Wi-Fi access point. You should note that as the traffic on the access point increases, the bandwidth usage allowance per user decreases.

Advantages: Ease of access
Can allow for multiple users on the one system
Many devices work only on Wi-Fi networks

Disadvantages Not available in all areas

What is a Dongle?

A dongle is a small device, about the size of a packet of chewing gum that slots into your laptop or tablet and allows you to access the internet.

Advantages: You can use them anywhere in the country
They are cheap (currently around €10-20 / month)

Disadvantages You must have a USB port on your device for the dongle to plug into
You can only connect to one device at a time
Far more limited speed and usage

Other Options

Public Wi-Fi hotspots: There are a lot of Wi-Fi hotspots that you can connect to - often for free - so you can get online when you're out and about. Speeds can be iffy though, and you can't always guarantee there's one nearby. If you do have one, say at your local library, you can practice on your laptop or other device here while you decide which internet provider is the one for you.

Smartphone: Pretty much all smartphones can connect to mobile broadband, provided you've got 4G or 3G data included in your plan. Some can even be turned into Wi-Fi hotspots so your computer can 'tether' to it and use the internet. Keep a close eye on your usage if you do this, though.

Benefits of using this resource for the senior volunteer:

1. This handout provides senior volunteers with additional information on the different options available to them to help them to get online.
2. This handout explains the advantages and disadvantages of the primary technology infrastructure which senior volunteers can use to connect to the internet using accessible language and avoiding jargon. It is therefore a useful handout for senior volunteers to have to improve their knowledge on this topic.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code

Title

R.8.2

Google Searches

Overview

The purpose of this handout is to guide learners through the process of conducting successful searches using the Google search engine. It has been developed so that the tutor can use it in class to guide the learners through the activity, but also so that learners can use this handout at home to support them in performing Google searches as part of their self-directed learning.

Instructions

- ❖ Tutor distributes copies of the handout (below) to all learners and reads through the handout with them, answering any questions as they arise.
- ❖ The tutor then guides the learners through the steps and supports them to practice searchign for information online using the Google search engine.

Activity/Handout

Google Searches

1. Open the browser on your laptop or computer.

2. The home screen for your browser should be already set as Google, if it is not you can get to the Google search page by typing www.google.com in the address bar at the top of the screen as indicated below.
3. When the Google search page has loaded and to begin your search just type what you are searching for into the search bar and click on the magnifying glass to the right.
4. For the purposes of the tutorial we are going to search for the RTE website.
5. To bring up a list of search results just type RTE into the Search Bar.
6. Once the results have been displayed you can select which link best suits your needs.

Tip: Not all searches returned through Google will relate directly to what you have searched for, some will be advertisements and some results may be for additional services which the website you have searched for provides i.e. RTE Weather. The most relevant link to your search is usually the first displayed on the page.

7. Once you have clicked the link that you wish to follow this will bring you to the page which you have searched for and you can browse the page as you wish.
8. Remember that you can always get back to the Google search page by typing www.google.com in the address bar as with step 2 of this tutorial.

Some further tips to help you find what you're looking for online:

1. Start with the Basics – No matter what you're looking for, start with a simple search like 'where is the closest airport'. You can always add a few descriptive words if necessary.

If you're looking for a specific place or product in a specific location, add the location. For example 'bakery Dublin'

2. Choose Words Carefully – When you're deciding what words to put in the search box, try to choose words that are likely to appear on the site you're looking for. For example instead of saying 'my head hurts' say 'headache' because that's a word a medical site would use.
3. Don't Worry About the Little Things – Google's spell checker automatically uses the most common spelling of a given word, whether or not you spell it correctly.

A search for the 'Irish Independent' is the same as a search for the 'Irish Independent' so capitalisation is not something to worry about when conducting a web search.

4. Find Quick Answers – For many searches google will do the hard work for you and show you

an answer to your question in the search results:

Weather – search ‘weather’ to see the weather in your location or add a place name, like ‘weather Dublin’ to find weather for a certain place.

Dictionary – put define in front of any word to see its definition.

Unit Conversions – enter any unit conversion like ‘3 dollars in euro’

Quick Facts – search for the name of a celebrity, location, movie, song etc. to find related information

Benefits of using this resource for the senior volunteer:

1. By using this handout, senior volunteers will be able to conduct searches online using the Google platform; avoiding mistakes and common pitfalls which could hinder their efforts to access reliable and relevant information online, both for themselves and for the benefit of their mentoring partners.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code

Title

R.8.3

Useful Websites

Overview

The purpose of this handout is to provide learners with an overview of some of the most relevant and useful websites which they can use to access information online. These websites typically contain information and advice which will be of use to their mentoring partners.

Instructions

- ❖ Tutor distributes copies of the handout (below) to all learners and reads through the handout with them, answering any questions as they arise.
- ❖ The tutor then encourages learners to practice accessing these websites, and finding useful information on these sites.

Activity/Handout

Useful Websites

The following websites may be of interest to you. They are a good way to practice getting around the internet.

You can access sites in one of two ways. You can enter the website address in the address bar, or you can type the type of site you're looking for in the Google Search box.

For instance, if want to look up the Irish Welfare department, the address is <http://www.welfare.ie>.

Alternatively, you could type in 'welfare'. This will bring up 193,000,000 results. The top choices in your search results will include the contact details for the Department of Social Protection regional offices which are located closest to you.

About Addresses

The suffix – what comes after the “dot” will give you some idea of where the site is located, or the type of organisation that runs it. For instance:

- Dot-com is most common and was the original suffix. It is short for “commercial” but its use goes far beyond that.
- Dot-org is an organisation
- Dot-net is open to any network provider
- Dot-edu is for any educational organisation
- Dot-gov is government
- Dot-ie is Ireland
- Dot-uk is Great Britain
- Dot-im is Isle of Man

Other Sites of Interest

The following are examples only and far from exhaustive.

- www.gov.ie brings up a variety of government websites. NOTE: websites with the suffix “.ie” are Irish. The “.COM” suffix can take you anywhere in the world.
- <http://www.citizensinformation.ie/en/> provides information on public services and entitlements in Ireland.
- <http://www.immigrantcouncil.ie/> will give you access to the Immigrant Council of Ireland site.
- <http://www.mrci.ie/> brings you to the Migrant Rights Centre of Ireland.
- <http://www.livinginireland.ie/> is an integration website for migrants living in Ireland.
- www.checktheregister.ie to check if you are on the electoral register.
- <http://www.gettingbacktowork.ie/en/> will give you information on supports for jobseekers and those looking to start their own business in Ireland.

- www.rte.ie for Irish news.
- www.met.ie is for up to date weather information.
- www.aerlingus.ie / www.ryanair.ie are two website where you can search for flights.
- www.wiki.com this is the site for Wikipedia, the internet encyclopaedia.

Possible Problems and Solutions

- If the website doesn't come up as expected, it may be you misspelled the address when you entered it. Try it again, and be sure you are exact.
- Sometimes websites are out of service or are no longer in use.
- If you can't find the site via the address, use the 'Search' box instead.

Benefits of using this resource for the senior volunteer:

1. By using this handout, senior volunteers will have access to the most useful websites where they can find information on rights and entitlements for themselves and also for their mentoring partners.

Assessment

N/A

References/ Links to Further Reading

N/A

Activity Code	Title
R.8.4	Netiquette
Overview	
It is important that senior volunteers maintain 'good netiquette' when networking with their peers and mentoring partners online through the BRAMIR platform. This handout provides senior volunteers with a list of basic rules to following to ensure effective and polite communication is maintained among all users of the BRAMIR E-learning Platform.	
Instructions	
❖ Tutor distributes copies of the handout (below) to all learners and reads through the handout with them, answering any questions as they arise.	
Activity/Handout	

The Basic Rules of 'Netiquette'

1. Be polite and show respect – remember that the people accessing the discussion forum are people too. Be respectful of their opinions, their beliefs and their culture.
2. Refrain from using abusive or derogatory language - you may express robust disagreement with what someone says, but don't call them names or threaten them with personal violence.
3. Write clearly and succinctly – as users on the BRAMIR site will be non-native English speakers, avoid using slang they may not understand.
4. Remember that your posts are public - they can be read by your peers, project partners, online mediators, other mentoring partners, etc.
5. Stay on-topic and make sure that what you are posting is accurate and relevant to your mentoring partners.
6. Don't spam the forum - don't repeatedly post the same message to the forum without reply. Wait for a response from other users first, they may not check the forum daily but they will respond to you when they have the time.
7. Don't use the forum for advertisements for products or services – the BRAMIR site has strict and specific rules about posting as ads.
8. If you are visiting the forum for the first time, or if you have not visited the forum for a while, it can be helpful to spend a few minutes reading the posts on a site before you decide to join in.
9. As with everything else on the internet, be careful how much personal information you share.

Benefits of using this resource for the senior volunteer:

1. By using this handout, senior volunteers will understand the basic rules which govern polite and effective communication online.

Assessment

N/A

References/ Links to Further Reading

N/A



inn^oventum



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