

Training methodology for trainers working with low skilled adults

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Table of contents

<i>General information about the training</i>	<i>1</i>
1. The need for training the trainers working with low skilled adults	1
2. Training design	3
2.1. Allocated number of hours	3
2.2. Main objectives	3
2.3. Operational objectives	3
2.4. Competencies to be developed	4
2.5. Detailed agenda of the training	4
2.6. Evaluation strategies and tools	7
2.7. Bibliography	8
<i>Module 1. Empathy and respect for others' needs and opinions.....</i>	<i>11</i>
<i>Module 2. Valuing diversity and respecting the differences.....</i>	<i>21</i>
<i>Module 3. Active listening skills and interest in everyone's needs</i>	<i>30</i>
<i>Module 4. Ability to motivate and involve low skilled adults in learning activities</i>	<i>39</i>
<i>Module 5. Adaptability and interest for feedback from low skilled adults</i>	<i>50</i>
<i>Module 6. Emotional intelligence and stress management skills</i>	<i>59</i>
<i>Module 7. Patience and self-control.....</i>	<i>66</i>
<i>Module 8. Ability to create a comfortable learning environment for all adults that want to learn</i>	<i>74</i>
<i>Module 9. Ability to design learning activities that will allow low skilled adults to succeed</i>	<i>85</i>
<i>Module 10. Ability to provide positive relevant feed-back for each learner, especially the low skilled adults.</i>	<i>98</i>

INTRODUCTION

General information about the training

Name of the training: *Training of trainers working with low skilled adults*

Type of the training: *training of trainers*

Target groups: *trainers active in adult education working with low skilled adults*

1. The need for training the trainers working with low skilled adults

Involving and keeping low skilled adults in education is a difficult task even for the most experienced and well financed educational systems in Europe, as OECD (2019) acknowledges: “adults with low skills are less than half as likely to participate in adult learning as those with higher skills [...] is especially problematic for adults with low skills, as many of them have experienced failure in education and may find it difficult to return to a classroom setting”.

Research done within our project showed provided some answers to the most important questions for the trainers and training institutions involved in education for low skilled adults, as the questioned specialists from Romania, Italy and Germany agreed that:

❑ What is the learning potential of low skilled adults? *Low skilled adults can learn as effective as any other adults, or at least in a relevant measure, but only if an adequate methodology is provided to them.*

❑ Do we organize trainings for low skilled adults or we integrate them in usual groups? *The best solution is to organize adapted trainings designed specifically for groups of low skilled adults, therefore using a methodology that focuses on their needs and specific way of learning.*

❑ Do we need to use special methods when working with low skilled adults? *Training the low skilled adults requires at least the adaptation of the adult training methodology, but it is preferable to use a specific methodology that better responds to their needs.*

❑ **Do trainers working with low skilled adults need specific training?** *Working with low skilled adults is a difficult task requiring specific skills, so trainers working with low skilled adults need specific training in order to provide quality services for those beneficiaries.*

❑ **What are the most important objectives of trainers working with low skilled adults?** *Trainers working with low skilled adults should focus mainly on motivating them for learning through adapting the contents, creating a positive learning environment, encouraging the participants to provide feed-back.*

Considering those answers, the research authors emphasized that organizations working with low skilled adults need to be aware that those adults can learn even as effective as any other adults, but only if: they attend trainings organized specially for them, using a training methodology that responds to their needs implemented by a professional that was trained for that job and focuses mostly on adapting the content and encouraging the participation through creating a positive work climate, motivating the trainees and communicating with them to encourage feed-back.

Regarding the training for trainers working with the low skilled adults, same research data showed that trainers working with low skilled adults need a specific set of skills that includes:

❑ **highly important skills:** empathy and respect for others' needs and opinions, active listening skills and interest in everyone's needs, valuing diversity and respect the differences, ability to motivate and involve low skilled adults in learning activities;

❑ **important skills:** adaptability and interest for feedback from low skilled adults, ability to create a comfortable learning environment for all adults that want to learn, patience and self-control, ability to design learning activities that will allow low skilled adults to succeed, ability to provide positive relevant feed-back for each learner, especially the low skilled adults, emotional intelligence and stress management skills.

Therefore, the research authors propose to the institutions that want to train their trainers to work with low skilled adults to take into consideration a seven-module training, with four compulsory modules, focusing on the development of the above mentioned highly important skills, and three optional modules focusing on the development of some of the above-mentioned important skills. The authors mentioned that the selection of the optional modules can be done according to the cultural and national context (selecting the skills that are considered more relevant in each country based on our data collected from national specialists) or according to the local context and / or specific interests of the training institution related to the needs of the beneficiaries.

Therefore, we will propose ten training modules (with four mandatory ones and six optional ones) so that training institutions can have all information available in order to plan and organize seven modules training for the trainers working with low skilled adults, respecting the general recommendations based on European specialists' opinions but in the same time adapting it to the local context by selecting the more appropriate optional modules.

2. Training design

2.1. Allocated number of hours

The training is designed according to the rules for teachers' training in Romania and consists in 40 hours in total:

- ☐ 24 hours for the mandatory modules (4 modules of 6 hours each, including training and evaluation activities);
- ☐ 12 hours for the optional modules (3 modules of 4 hours each, including the training and evaluation activities);
- ☐ 2 hours for debriefing and feed-back activities;
- ☐ 2 hours for final evaluation.

The structure of the training can be adapted according to the rules in the country it will be implemented, except for the time and structure of the practical activities that we consider optimal to be implemented as we designed them. The most important adaptation is related to the selection of the optional modules: we propose 6 modules, but recommended that training institutions select the most relevant 3 according to their criteria, in order to keep the training to a reasonable duration therefore facilitating the learning.

2.2. Main objectives

The main objective of the training is to develop attending trainers' abilities to provide relevant and efficient training activities for the low skilled adults, based on a better understanding of how these adults learn and developed skills to adapt the training methodology to the beneficiaries needs and preferences.

2.3. Operational objectives

- ☐ to develop trainees' ability to reflect on other needs and interests and behave empathic when working with low skilled adults
- ☐ to develop trainees' abilities to organize trainings in diverse groups and to harness the positive potential of diversity in learning, especially in groups of low skilled adults
- ☐ to develop trainees' communication abilities
- ☐ to develop trainees' ability to involve all participants in learning activities and motivate them to really learn
- ☐ to develop trainees' specific skills to organize effective training activities for low skilled adults
- ☐ to develop trainees' self-management skills.

2.4. Competencies to be developed

- ☐ empathy and respect for others' needs and opinions
- ☐ respect for the differences and interest in valuing diversity in trainings
- ☐ active listening skills and interest in everyone's needs
- ☐ ability to motivate and involve low skilled adults in learning activities
- ☐ ability to design training activities that encourage low skilled adults to really learn (depending on the modules chosen, this might reflect in adaptability and interest for feedback from low skilled adults, ability to create a comfortable learning environment for all adults that want to learn, ability to design learning activities that will allow low skilled adults to succeed, ability to provide positive relevant feed-back for each learner, especially the low skilled adults)
- ☐ self-management skills (depending on the modules chosen, this might reflect in emotional intelligence and stress management skills and/or patience and self-control)

2.5. Detailed agenda of the training

Module 1. Empathy and respect for others' needs and opinions

time interval	session	activities
09.00 – 11.00	session 1	Activity 1. Role playing – low skilled adults in education
11.00 – 11.10	coffee break	
11.10 – 12.40	session 2	Activity 2. What is empathy?
12.40 – 12.50	coffee break	
12.50 – 14.20	session 3	Activity 3. Examine your biases
14.20 – 14.30	coffee break	
14.30 – 15.00	session 4	Review and evaluation

Module 2. Valuing diversity and respect the differences

time interval	session	activities
09.00 – 11.00	session 1	Activity 1. Quotes about our culture and talking about needs
11.00 – 11.10	coffee break	
11.10 – 12.40	session 2	Activity 2. Going in one's others shoes
12.40 – 12.50	coffee break	
12.50 – 14.20	session 3	Activity 3. Biography work
14.20 – 14.30	coffee break	
14.30 – 15.00	session 4	Evaluation. Graffiti wall

Module 3. Active listening skills and interest in everyone's needs

time interval	session	activities
09.00 – 11.00	session 1	Activity 1. Active listening for better communication
11.00 – 11.10	coffee break	
11.10 – 12.40	session 2	Activity 2. Understand and analyse everyone's needs
12.40 – 12.50	coffee break	
12.50 – 14.20	session 3	Activity 3. The management of the helping relationship
14.20 – 14.30	coffee break	
14.30 – 15.00	session 4	Evaluation. Get closer or move away!

Module 4. Ability to motivate and involve low skilled adults in learning activities

time interval	session	activities
09.00 – 11.00	session 1	Activity 1. What is motivating the low skilled adults?
11.00 – 11.10	coffee break	
11.10 – 12.40	session 2	Activity 2. Strategies to motivate
12.40 – 12.50	coffee break	
12.50 – 14.20	session 3	Activity 3. Negative emotion in working with low skilled adults
14.20 – 14.30	coffee break	
14.30 – 15.00	session 4	Evaluation. How to captivate and motivate low skilled adults

Module 5. Adaptability and interest for feedback from low skilled adults

time interval	session	activities
09.00 – 10.40	session 1	Activity 1. Methods & strategies to enhance adults learning & adaptability
10.40 – 10.50	coffee break	
10.50 – 12.20	session 2	Activity 2. The need for feed-back
12.20 – 12.30	coffee break	
12.30 – 13.00	session 3	Evaluation. I know and I act!

Module 6. Emotional intelligence and stress management skills

time interval	session	activities
09.00 – 10.40	session 1	Activity 1. The importance of self-awareness and self-motivation
10.40 – 10.50	coffee break	
10.50 – 12.20	session 2	Activity 2. Professional anxiety as a source of stress
12.20 – 12.30	coffee break	
12.30 – 13.00	session 3	Evaluation. Can emotional intelligence prevent stress?

Module 7. Patience and self-control

time interval	session	activities
09.00 – 10.40	session 1	Activity 1. The definition of patience
10.40 – 10.50	coffee break	
10.50 – 12.20	session 2	Activity 2. The importance of self-control in training
12.20 – 12.30	coffee break	
12.30 – 13.00	session 3	Evaluation. Patience and self-control in training the low skilled adults

Module 8. Ability to create a comfortable learning environment for all adults that want to learn

time interval	session	activities
09.00 – 10.40	session 1	Activity 1. Factors that make a positive learning environment
10.40 – 10.50	coffee break	
10.50 – 12.20	session 2	Activity 2. Wellbeing in adult learning
12.20 – 12.30	coffee break	
12.30 – 13.00	session 3	Evaluation. How to create comfortable learning for adults

Module 9. Ability to design learning activities that will allow low skilled adults to succeed

time interval	session	activities
09.00 – 10.40	session 1	Activity 1. Macro planning a training course
10.40 – 10.50	coffee break	
10.50 – 12.20	session 2	Activity 2. Micro planning a training course
12.20 – 12.30	coffee break	
12.30 – 13.00	session 3	Evaluation and self-evaluation

Module 10. Ability to provide positive relevant feed-back for each learner, especially the low skilled adults

time interval	session	activities
09.00 – 10.40	session 1	Activity 1. Observation or interpretation?
10.40 – 10.50	coffee break	
10.50 – 12.20	session 2	Activity 2. Giving feed-back
12.20 – 12.30	coffee break	
12.30 – 13.00	session 3	Evaluation. Snowball revision

2.6. Evaluation strategies and tools

According to the rules for teachers' training in Romania, the evaluation of the training consists in periodic evaluation, final feedback and final evaluation.

A. Periodic evaluation will be organized in each module, in the last session of 30 minutes, according to the methodology established for the implementation of each module.

B. Final feed-back will be asked from the participants in the 2-hour session for debriefing and feedback.

This activity will include group discussions to better understand the perceived effectiveness of the training, the evaluation of the training methodology and reaching the objectives etc.

This activity can also include a short questionnaire for the participants, asking the same data as in the discussions but in a more quantitative manner that will allow the training organization to make relevant decisions regarding the updates in the training to enhance the results.

An example of such questionnaire could be (adapted from Brebulet, S.D. (2019). Remigrant children in European schools. Methodology for teachers training. Odobesti: Alternative Educatinale).

An example of feed-back questionnaire		Totally disagree ↓		Neither agree or disagree ↓		Totally agree ↓
1	The training activities achieved their objectives.	1	2	3	4	5
2	I now better understand the concepts that were presented.	1	2	3	4	5
3	I have developed my training skills that were targeted by the training activities.	1	2	3	4	5
4	I am now better prepared to implement training activities for low skilled adults.	1	2	3	4	5
5	I now understand better my role in adapting the training methodology for low skilled adults.	1	2	3	4	5
6	I can now better respond to the psychological and educational needs of the low skilled adults.	1	2	3	4	5
7	I am motivated to participate to the other training activities and other training on this topic.	1	2	3	4	5
8	The training sessions answered my specific needs for professional development.	1	2	3	4	5

		Totally unsatisfactory ↓				Totally satisfactory ↓
9	General evaluation of the training sessions	1	2	3	4	5

If you have any other comments, please let us know how to improve our future trainings

The data collected with this questionnaire can be analysed with the trainees during the group discussion, but without making personal remarks and always keeping the answers anonymous; usually, only information related to the whole group are presented to the trainees (e.g. “most of you mentioned that ... “ or “your groups average answer for this question was ...”).

C. Final evaluation will be organized at least one week after the last module and will consist in presenting in front of the group a personal portfolio consisting in plans for 3 specific activities that participating trainers designed and intend to implement in their future trainings for low skilled adults, irrespective of the topic of their trainings (focus will be on the methodology, not the content).

Each activity will be discussed with the trainers and potential ways of optimizing the activity will be identified; this way, the evaluation serves not only as a measure of the developed skills during the training, but also as an opportunity to further develop the trainees’ skills and abilities.

Depending on the country the training will be implemented, other ways of evaluating the developed skills and abilities can be used, according to the legislation and training methodology in that country.

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MODULE 1

Empathy and respect for others' needs and opinions

Empathy is the ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place. Essentially, it is putting yourself in someone else's position and feeling what they are feeling.

Either we focus on cognitive, somatic or affective aspects of empathy, we need to be aware of the powerful impact of empathy on building relations; therefore, this ability to see things from another person's perspective and empathize with another's emotions plays an important role in training activities, especially when working with low skilled adults, and trainers should be aware of this and use empathic communication to create positive learning experiences for their trainees.

This module encourages trainers to reflect on their own empathic behaviour and potential ways to develop better quality trainings for low skilled adults based on their enhanced empathy.

Activity 1 Role playing – low skilled adults in education	
Overview <p>This activity uses role playing to assist trainers working with low skilled adults into developing their empathy and respect for low skilled adults trying to get involved in education.</p>	
Objectives <ul style="list-style-type: none"> ✓ to develop trainees' empathy and respect for others' needs and opinions ✓ to develop trainees' awareness regarding the special interest needed for low skilled adults 	
Materials & resources <div> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) </div> <div> <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input type="checkbox"/> digital group devices (computer & projector, speakers etc.) </div> <input checked="" type="checkbox"/> worksheets in Appendix 1 <input type="checkbox"/> specific resources:	
Time 120 minutes	Group size <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members)
General instructions for trainers coordinating the activity <ul style="list-style-type: none"> ✓ be aware of the emotional reactions of each participant, avoid making them feel uncomfortable or having other negative emotions; ✓ be aware of the status your participants have; even if all of them are adult trainers, so probably there are no illiterates or low skilled adults among them, get information about their background and avoid situations that could make them feel uncomfortable; ✓ pay particular attention to each participants respecting their role and keeping it a secret to the other participants until the end of the activity. 	

Description of the training activity - methodology

Trainer announces the participants that they will have a role play and each of them will have a specific role that is written on a strip of paper that trainer will give each of them (according to appendix 1).

Before giving the participants the roles, trainer emphasizes that participants should keep their role a secret until the end of the activity, in the final discussion, with the exception of the observers, that announce their role and are moved in a separate side of the training room (the number of observers vary according to the size of the group).

Then the trainer informs the participants that they will play a learning scenario – part of an imaginative training to develop the creative thinking skills - and each participant should act according to their roles. There are some very simple tasks that the trainer asks the participants to do:

1. make a name tag from a small piece of paper so everyone knows your name;
2. think about your specific learning objectives and let the group know what you want to learn about creative thinking;
3. working in pairs with your colleague on the left describe a situation in your past where creative thinking gave you an original solution to a social problem;
4. working on small groups (by counting 1 to 5) analyse one specific measure implemented by your government to develop creative thinking in schools.

Trainer encourages the participants to act according to their role and conducts the activities.

After the role-play, the trainer asks each participant to announce their role and to reflect on how they felt during the activity and discuss those feelings with the colleagues. The trainer pays more attention to the participants playing the roles of low skilled adults and asks them to share their feelings during the activity.

The trainer concludes on the facts that:

1. some activities are impossible for low skilled adults, so plan the activities according to the group in front of you and avoid situations when you ask illiterates to write;
2. some activities might be offending for some of the participants, therefore keeping them out of the learning process; put yourself as a trainer in the low skilled adult's role and imagine how they would feel attending the activities you planned.

Debriefing and evaluation

The trainer encourages the trainees to share their personal experience in training the low skilled adults and moderate the discussions in order to facilitate feed-back from all participants regarding potential ways to develop empathy and respect.

Suggestions for follow-up activities

The trainer asks the trainees to reflect on the results of the role play and the specific ways they can use these results in their work with low skilled adults, maybe even some ideas of training activities.

Appendix 1. Roles

illiterate adult	illiterate adult	experienced teacher with management role
PhD on educational sciences	PhD on educational sciences	teacher
migrant with low understanding of language	migrant with low understanding of language	accountant
shoe seller	IT expert	adult trainer
adult with no numeric skills - can't even count	shop manager	adult with no numeric skills - can't even count
football coach	cook	painter
layer	sales coordinator	observer
observer	observer	observer
observer	observer	observer
observer	observer	observer

Activity 2	
What is empathy?	
Overview	
<p>This activity is important because the trainers working with low skilled adults need to fully understand what empathy is in order to develop their respect for everyone's needs and opinions during the training activities.</p>	
Objectives	
<ul style="list-style-type: none"> ✓ to develop trainees' empathy and respect for others' needs and opinions ✓ to develop trainees' ability to behave in an emphatic way in their trainings 	
Materials & resources	
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input type="checkbox"/> worksheets <input type="checkbox"/> specific resources: </div> <div style="width: 48%;"> <ul style="list-style-type: none"> <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) <input checked="" type="checkbox"/> digital group devices (computer & projector, speakers etc.) </div> </div>	
Time	Group size
90 minutes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members)
General instructions for trainers coordinating the activity	
<ul style="list-style-type: none"> ✓ be aware of the importance of discussing within the group ✓ pay particular attention to involving all the participants in the group discussion, focusing more on the participants that don't usually take initiative and get involved in group activities, on the more emotional participants and less experienced ones. 	

Description of the training activity - methodology

The trainer announces the participants that he will present to them one or two videos with general and specific information regarding empathy, its components and roles, for instance:

<https://greatergood.berkeley.edu/topic/empathy/definition>

<https://empatico.org/activity-plan/empathy-explained>

https://greatergood.berkeley.edu/article/item/six_habits_of_highly_empathic_people1

Of course, trainers could use other short movies that defines empathy, maybe videos in the national language of the participants to avoid subtitles etc.

The used video is not as important as the group discussion that comes after each used video. The trainer should allow and encourage all participants to get involved in the analysis of the concept of “empathy” and they will construct together a group definition of this concept and reflect on the importance of being an empathic trainer when working with low skilled adults.

Debriefing and evaluation

The trainer asks the trainees to reflect to the situation of training the low skilled adults and how empathy can be encouraged in this context, and comment on that, starting a discussion about it and identifying together the most important aspects of being an empathic trainer.

Suggestions for follow-up activities

The trainer asks for the trainees to reflect on how they could develop their empathy as a trainer working with low skilled adults and how this could improve the quality of their trainings. The trainer asks the participants to be prepared to share their thoughts on the next meeting.

Activity 3	
Examine your biases	
Overview	
<p>This activity uses self-reflection to assist trainers working with low skilled adults into developing their empathy based on their ability to identify the thinking biases that might affect their capacity of being empathic.</p>	
Objectives	
<ul style="list-style-type: none"> ✓ to develop trainees' empathy and respect for others' needs and opinions ✓ to develop trainees' awareness of the biases that might affect their empathy 	
Materials & resources	
<div> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) </div> <div> <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input type="checkbox"/> digital group devices (computer & projector, speakers etc.) </div> <div> <input type="checkbox"/> worksheets </div> <div> <input type="checkbox"/> specific resources: </div>	
Time	Group size
90 minutes	<div> <input checked="" type="checkbox"/> small groups (5-10 members) </div> <div> <input checked="" type="checkbox"/> medium groups (10-20 members) </div> <div> <input checked="" type="checkbox"/> large groups (20-30 members) </div>
General instructions for trainers coordinating the activity	
<ul style="list-style-type: none"> ✓ be aware of the emotional reactions of each participant, avoid making them feel uncomfortable or having other negative emotions; ✓ pay particular attention to the participants that avoid getting involved in the discussion; try to make them speak in a diplomatic manner, without stressing them. 	

Description of the training activity - methodology

The trainer asks the participants to reflect individually on the most important biases they have and to write down the most important three of them on a sheet of paper.

After 10 minutes, if all participants finished writing, the trainer ask them to form groups of 5 (by counting) and, in those groups, to decide on 3 biases that are relevant for the whole group and discuss what specific impact might those biases have when training the low skilled adults.

Each group designates a speaker that will present for all the participants their ideas by writing them on the flipchart. The big group will discuss and find specific ways to enhance the empathic behavior when working with low skilled adults.

Debriefing and evaluation

The trainer asks the trainees to reflect on each solution presented in the group and comment on that, starting a discussion about the most frequent biases and ways to tackle them in training activities with low skilled adults.

Suggestions for follow-up activities

The trainer asks the trainees to reflect on the potential solutions identified in the previous activity and the specific ways they can use the results in their work with low skilled adults.

Activity 4 – reviewing at the end of the day

Review and evaluation

Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future trainings with low skilled adults.

Objectives

- ✓ to make the participants reflect on the activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future trainings for low skilled adults

Materials & resources

- ☐ individual writing tools (paper, pencils, pen etc.)
- ☐ group writing tools (flipchart, markers, blackboard etc.)
- ☐ worksheets
- ☐ specific resources:
- ☐ digital individual devices (smartphone, tablet, laptop etc.)
- ☐ digital group devices (computer & projector, speakers etc.)

Time

30 minutes

Group size

- ☒ small groups (5-10 members)
- ☒ medium groups (10-20 members)
- ☒ large groups (20-30 members)

General instructions for trainers coordinating the activity

- ✓ pay particular attention on involving all the participants in the reflection, but, in the same time, don't make the participants feel obligated to share things they might consider too personal and therefore are reluctant to discuss in the group
- ✓ be aware that persons involved in this activity were trainers, so they have experience in evaluation, but in the same time you might need to keep their interventions short as they might have a lot of experiences to share

Description of the training activity - methodology

The trainer asks the trainees to reflect on the activities in this module and specific ways they can use the results in their trainings with low skilled adults.

The trainer encourages the trainees to share their personal experience in the topic of behaving empathic in trainings with low skilled adults and moderate the discussions in order to facilitate feed-back from all participants, for instance by asking questions like “what did you learn?”, “How can you use this?”, “Is there something you would have done differently if you were the trainer today?” etc.

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were trainers working with low skilled adults. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, last but not the least, did you learn something today from your trainees? Did you find some specific way to develop your empathy and respect for others?

MODULE 2

Valuing diversity and respecting the differences

We encounter cultural differences almost every day. If only because each person embodies their own universe, their own culture. At the same time, people of different cultural groups and origins increasingly live in one society. They also differ from each other. In terms of their character, their lifestyles, their incomes - some have more money, others less - their political convictions. But they also share some things: for example, values, interpretations of history, eating habits. What do I know about other cultures? How can I treat people from other cultures with respect - even if there is a lot I don't know and can therefore only understand to a limited extent?

This module is about self-reflection and an awareness of the culturally and majority-dependent ways of thinking that participants have learned in their social environment. The aim is to stimulate openness and tolerance towards other perceptions, values, historical references etc. through various activities. In this way, the participants develop (more) self-confidence and can have a better say.

Activity 1 Quotes about our culture and talking about needs	
Overview <p>This activity uses reflection and discussions to assist trainers working with low skilled adults into developing their receptiveness to diversity.</p>	
Objectives <ul style="list-style-type: none"> ✓ to develop trainees' respect for differences and valuing diversity in training ✓ to develop trainees' skills of harnessing the positive impact of diversity when working with low skilled adults 	
Materials & resources <div> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) </div> <div> <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input type="checkbox"/> digital group devices (computer & projector, speakers etc.) </div> <input type="checkbox"/> worksheets <input checked="" type="checkbox"/> specific resources: strips of papers with quotes about national culture	
Time 120 minutes	Group size <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members)
General instructions for trainers coordinating the activity <ul style="list-style-type: none"> ✓ be aware that the trainer is a mediator and coordinator of the exercise, giving instructions, moderating the communication, taking care that all participants can express themselves ✓ pay particular attention to the negative emotions that some quotes can generate 	

Description of the training activity - methodology

The trainer prepares in advance a list of the most common quotes about the culture of the country that hosts the training and puts each quote on a strip of paper; if there are not enough quotes for all the participants, the same quotes can be used multiple times, but it needs to be at least 8-10 different quotes.

Each participant receives a strip of paper with a quote and is asked to reflect on this quote, to decide if the information is valid and how it affects the trainings he organizes for low skilled adults. Each participant is allowed to have 5-10 minutes for reflection and for writing down his most important ideas on a sheet of paper.

After this individual reflection, each participant is asked to present his ideas to the group and the trainer conducts a discussion by first asking if anyone else has the same quote and asks those participants to share their thoughts with the group. The discussion focuses on reflecting on the relevance of those ideas for training the low skilled adults and how could those trainings be improved.

During the discussion, the trainer writes on the flipchart the most important ideas about how to make trainings for low skilled adults more effective, without discussing them with the group. At the end of the individual reflections, after all the participants have spoken already, the trainer emphasizes on the ideas from the flipchart.

Debriefing and evaluation

The trainer asks the trainees to reflect to the diversity in their training groups, emphasizing on the fact that we are all different and that we can react in various ways even if we faced the same problem, so our needs and emotions cannot be the same.

The trainer also emphasizes that listening is sometimes a challenge and asks the participants how they felt during monologuing as well as listening.

Suggestions for follow-up activities

The trainer recommends the trainees a relevant video on the topic of diversity, such as <https://www.youtube.com/watch?v=2g88Ju6nkcq>. The trainer asks for the trainees to reflect on the ideas from this video and to be prepared to share their thoughts on the next meeting.

Activity 2
Going in one's others shoes

Overview
<p>This activity uses sociodrama to assist trainers working with low skilled adults into developing their creativity in working with this category of adults.</p>

Objectives
✓ to develop trainees' respect for differences and valuing diversity in training
✓ to develop trainees' receptivity to diversity and positive influences of it.

Materials & resources	
<ul style="list-style-type: none"> ❑ individual writing tools (paper, pencils, pen etc.) ❑ group writing tools (flipchart, markers, blackboard etc.) ❑ worksheets ❑ specific resources: 	<ul style="list-style-type: none"> ❑ digital individual devices (smartphone, tablet, laptop etc.) ❑ digital group devices (computer & projector, speakers etc.)

Time
90 minutes

Group size
<input checked="" type="checkbox"/> small groups (5-10 members)
<input checked="" type="checkbox"/> medium groups (10-20 members)
<input checked="" type="checkbox"/> large groups (20-30 members)

General instructions for trainers coordinating the activity
<ul style="list-style-type: none"> ✓ be aware of making all the participants really understand the rules of sociodrama ✓ pay particular attention to the sensitive roles that participants might choose and to the debriefing in case of those roles, making clear that it was just a role and separating the role from the person that act it.

Description of the training activity - methodology

The trainer starts by dividing the groups into smaller groups of 5-6 participants, for instance by making them choose colors.

Then he explains the rules of sociodrama, focusing on:

- participants play a situation and try to “go in the shoes” of one’s other;
- roles are not fixed; participants chose their own and develop its character by themselves, based on a specific situation that they need to play.

The trainer asks the participants to think about a training situation that reflects “diversity”; each group needs to choose their roles (and all other details about the scene, such as location etc.) and play a short scene (5 minutes maximum); the trainer emphasizes on the fact that each participant in each group needs to have a role, so they are all actively involved.

After each group plays its scene, the trainer asks the group to provide some basic information about the scene and each participant to describe its role and, more important, how he felt when playing that role. Trainer stimulates reflection among the participants on what they have seen and how it touches the own perceptions and considerations.

Debriefing and evaluation

The trainer moderates the discussion by asking the participants to answer questions such as: “How was it to play?”, “What did you like?”, “What did you dislike?”, “What did you learn about the topic?”, “How can you use Sociodrama play in your training with low skilled adults?” etc.

Suggestions for follow-up activities

The trainer recommends the trainees to read specific resources on sociodrama and to reflect on the potential use of this tool in working with low skilled adults.

- Connecting Memories. The Power of the Past and the Future of Europe, <http://comem.weltgewandt-ev.de/sociodrama/>
- the Sociodrama Network: <https://sociodramanetwork.com/>,
- detailed bibliography on sociodrama: <https://sociodramanetwork.com/bibliography/>

Activity 3

Biography work

Overview

This activity enables trainers working with low skilled adults to develop their tolerance towards differences and understanding that differences should better not be judged in terms of right or wrong.

Objectives

- ✓ to develop trainees' respect for differences and valuing diversity in training
- ✓ to develop trainees' awareness on their own perceptions and how they are shaped and on the impact their perception has on training the low skilled adults.

Materials & resources

- | | |
|---|---|
| <input type="checkbox"/> individual writing tools (paper, pencils, pen etc.) | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.) |
| <input type="checkbox"/> worksheets | |
| <input type="checkbox"/> specific resources: | |

Time

90 minutes

Group size

- ☒ small groups (5-10 members)
- ☒ medium groups (10-20 members)
- ☒ large groups (20-30 members)

General instructions for trainers coordinating the activity

- ✓ be aware that you need to involve the participants, but don't make them feel obligated to share information that for them is too private
- ✓ pay particular attention to creating a safe and comfortable surrounding for the participants so they feel good about sharing their personal experiences

Description of the training activity - methodology

The trainer asks the participants to reflect on a specific situation in their life when they manifested different compared with the group (different opinions, behaviours, thoughts etc.) and they felt respected by the group.

Then, each participant has 2-3 minutes (depending on the group size) to share that situation with their colleagues. If a participant hesitates, he can alternatively talk about an event that was very impressing and felt as influential for his values and life expectations; the important aspect is that every participant talks.

When a participant talks, all others listen; remarks, comments or discussions are not on the focus, as the strength of this method is related to just listening. After the agreed 2/3 minutes, another person continues... talking and listening.

After all participants shared their thoughts, the trainer starts a discussion by stating that the focus of biography work lies on sharing one's own experiences and learning about the different perceptions that come together in one room. The focus on this discussion is on the results of biography, on how the participants felt sharing and listening, and on how they could use this method in the trainings with the low skilled adults. The trainer focuses on making each participant fully understand the reasons for doing this activity and the specific benefits it has on the participants.

Debriefing and evaluation

The trainer asks the trainees to reflect on the potential use of biography work in their trainings with low skilled adults and how this method can be used to develop adults' respect for differences and valuing diversity. Specific ways to integrate this method in training the low skilled adults are discussed and analyzed in details.

Suggestions for follow-up activities

The trainer recommends the trainees to reflect on specific resources such as:

- <https://www.goetheanum.org/en/general-anthroposophical-section/biography-work/>
- <https://star-e.icja.de/organisational-change/change-methods/biography-work/>

Activity 4 – reviewing at the end of the day

Graffiti wall

Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future trainings with low skilled adults.

Objectives

- ✓ to make the participants reflect on the activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future trainings for low skilled adults

Materials & resources

- | | |
|---|---|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.) |
| <input type="checkbox"/> worksheets | |
| <input type="checkbox"/> specific resources: | |

Time

30 minutes

Group size

- ☒ small groups (5-10 members)
- ☒ medium groups (10-20 members)
- ☒ large groups (20-30 members)

General instructions for trainers coordinating the activity

- ✓ be aware that this activity gives all participants a chance to reflect for themselves, so create a positive attitude for self-reflection (including the silence in the room etc.)
- ✓ pay particular attention to giving all participants enough time to reflect

Description of the training activity - methodology

The trainer asks the trainees to reflect on the activities about valuing diversity and respecting the differences and decide on one word that describe his thoughts about those activities. Each participant is asked to write that word on a flipchart sheet, using whatever color he wants, any font; the participants can write the word sideways, upwards and downwards, backward etc.

The trainer informs the participants that the only condition is that words cannot repeat, so each of them need to write a different word.

After each participant wrote on the flipchart sheet and the “graffiti” is finished, the trainer asks the participants to reflect on their feelings and on the gained insights that the training day revealed to them.

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were trainers working with low skilled adults. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, last but not the least, did you learn something today from your trainees? Did you find some specific way to develop your respect for the differences, some specific way to value diversity in your future trainings?

MODULE 3

Active listening skills and interest in everyone's needs

For effective communication, it's not enough that one person speaks, the other really needs to listen, therefore active listening becomes a very important part of formal communication, especially in trainings, where trainers need to really listen to their trainees so that he can respond adequately to their needs.

Active listening skills includes the ability of paying attention to the one that speaks, without judgement of interruptions, reformulating its statements and asking questions to be sure that the message was correctly understood and encouraging the speaker to continue. A successful trainer should always practice those skills in order to be fully receptive to their trainees, especially if they are low skilled adults and maybe their ability to express themselves is not optimal.

Through this module, trainers will be involved in training exercises that will develop their active listening skills and make them more aware of the importance of really listening to the low skilled adults they train.

Activity 1	
Active listening for better communication	
Overview	
<p>This activity uses interview management and needs analysis techniques to assist trainers working with low-skilled adults in using active listening techniques in the helping relationship.</p> <p>This activity allows trainers who work with low-skilled adults to manage the helping relationship effectively.</p>	
Objectives	
<ul style="list-style-type: none"> ✓ to develop trainees' active listening skills and interest in everyone's needs ✓ to develop trainees' awareness to the needs of their beneficiaries 	
Materials & resources	
<div> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) </div> <div> <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input checked="" type="checkbox"/> digital group devices (computer & projector, speakers etc.) </div> <div> <input type="checkbox"/> worksheets </div> <div> <input type="checkbox"/> specific resources: </div>	
Time	Group size
120 minutes	<div> <input checked="" type="checkbox"/> small groups (5-10 members) </div> <div> <input checked="" type="checkbox"/> medium groups (10-20 members) </div> <div> <input checked="" type="checkbox"/> large groups (20-30 members) </div>
General instructions for trainers coordinating the activity	
<ul style="list-style-type: none"> ✓ be aware of the elements that make up the practice of active listening ✓ pay particular attention to active listening techniques 	

Description of the training activity - methodology

Exercise 1. The trainer announces that the first exercise will be done in pairs and establishes the participants that will work together. The task is that each member of the pair must describe themselves to their partner; when the other listens, he must pay attention to the other's non-verbal language and write down something if necessary.

At the end of the exercise, the trainees went back to plenary and they will describe what they have understood of the other, giving importance to the non-verbal language used.

Exercise 2. The trainer invites the participants to watch a video as a starting point for reflection: www.youtube.com/watch?v=XfmrFU6eTQo&t=208s&ab_channel=SRTproject. Each participant is given some minutes to reflect and after that the trainer starts a discussion concentrating on the fact that watching the video helps trainers reflect on how often prejudice can hinder listening between people, causing difficulties in establishing effective communication.

Debriefing and evaluation

The trainers ask the trainees to reflect on the activities and comment, starting a discussion about the paired exercise on active listening. Each trainee must describe how they felt in the two different positions, commenting on the interactions that took place without focusing on specific contents, but instead focusing on the relational modalities and on the level of depth of the communication that took place.

Trainer could stimulate the discussions by asking, for instance: "How did you work?", "What did you miss while at work?", "Where and when did you lose control of what you were doing?", "Where did you not lose control and how did things go?"

Suggestions for follow-up activities

The trainer advises trainees to deepen the topic of active listening by consulting the following resources:

- Dewey, J. (1986, September). Experience and education. In The educational forum (Vol. 50, No. 3, pp. 241-252). Taylor & Francis Group.
- Liss, J. K. (1992). La comunicazione ecologica: manuale per la gestione dei gruppi di cambiamento sociale. La meridiana.
- Rosenberg, M. B., & Chopra, D. (2015). Nonviolent communication: A language of life: Life-changing tools for healthy relationships. PuddleDancer Press.

Activity 2	
Understand and analyze everyone's needs	
Overview	
<p>This activity is important because it offers a methodology to effectively carry out the cognitive interview with fragile users with few tools for expressing their emotions. The ultimate goal is to offer an effective relationship method aimed at knowing the real needs of the target in order to avoid an intervention that is not very effective in identifying the actual need of users, in particular the more fragile one.</p>	
Objectives	
<ul style="list-style-type: none"> ✓ to develop trainees' active listening skills and interest in everyone's needs ✓ to develop trainees' awareness to the needs of their beneficiaries 	
Materials & resources	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input type="checkbox"/> worksheets <input type="checkbox"/> specific resources: 	
<ul style="list-style-type: none"> <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) <input type="checkbox"/> digital group devices (computer & projector, speakers etc.) 	
Time	Group size
90 minutes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members)
General instructions for trainers coordinating the activity	
<ul style="list-style-type: none"> ✓ be aware of the main procedures for the analysis and profiling (both quantitative and qualitative) of the person's situation, his needs and the reasons behind (the request for) the intervention, trying to identify the different characteristics of the main target audience accessing the services ✓ pay particular attention to the analysis and profiling techniques of user characteristics 	

Description of the training activity - methodology

The trainer announces that this activity will be focusing on a specific category of adults, namely the “low skilled adults”. The trainer asks each participant to think about the low skilled adults he worked with or sub-categories of adults than he can include in this main category.

After 5 minutes for reflection, the trainer asks the participants to think about a specific interaction between a counsellor and a low skilled adult; what questions would the counsellor ask? What kind of questions would the low skilled adults ask the counsellor?

After 5 minutes for this second phase of individual reflection, the trainer divides the participants in groups of 5 and gives each group the same task: create the structure of a small interview to identify the fundamental elements included in an analysis of needs of low skilled adults. Trainer asks the participants in each group to brainstorm to identify the main indicators to be used to carry out a qualitative survey with respect to the defined targets in order to build a shared list and write it on a flipchart sheet.

The lists elaborated within the groups are then compared in plenary, building a single list for the entire class (with questions to ask the low skilled adults to identify their needs).

Debriefing and evaluation

The trainers ask the trainees to reflect on the activities and comment, starting a discussion about the needs of the low skilled adults and the effectiveness of the implemented activity.

Trainer could stimulate the discussions by asking, for instance: “How did you work?”, “What did you miss while at work?”, “Where and when did you lose control of what you were doing?”, “Where did you not lose control and how did things go?”

Suggestions for follow-up activities

The trainer asks for the trainees to reflect on their relation with low skilled adults and the previous interest in identifying their needs and to be prepared to share their thoughts on the next meeting.

Activity 3
The management of the helping relationship

Overview
<p>This activity uses interview management and needs analysis techniques to assist trainers working with low-skilled adults in using active listening techniques in the helping relationship.</p> <p>This activity allows trainers who work with low-skilled adults to manage the helping relationship effectively.</p>

Objectives
✓ to develop trainees' active listening skills and interest in everyone's needs
✓ to develop trainees' helping relationship skills

Materials & resources	
<input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.)	<input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.)
<input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.)	<input type="checkbox"/> digital group devices (computer & projector, speakers etc.)
<input type="checkbox"/> worksheets	
<input checked="" type="checkbox"/> specific resources: list with questions for the low skilled adults to identify their needs, elaborated in the previous activity.	

Time
90 minutes

Group size
<input checked="" type="checkbox"/> small groups (5-10 members)
<input checked="" type="checkbox"/> medium groups (10-20 members)
<input checked="" type="checkbox"/> large groups (20-30 members)

General instructions for trainers coordinating the activity	
✓	be aware of the contexts, targets and objectives of the helping relationship
✓	pay particular attention to communication techniques in the helping relationship

Description of the training activity - methodology

The trainer starts a short brainstorming exercise to identify the emotions that a low skilled adults might feel when having to make a choice between different training programs that he might enrol. A list of all the emotions is created on a flipchart sheet or on the blackboard and is put in the class so that is visible for all the participants.

Then the trainer brings the list of questions developed in the previous activity starts a group discussion on each of the question. The task for the group is to think on each question that should be asked to the low skilled adults to identify their training needs, but considering the identified emotions that those adults might feel at the beginning of a training. The group reflects and comments on each question and decides if any changes of corrections need to be done.

Debriefing and evaluation

The trainer encourages the trainees to share their personal experience in the topic of the activity and moderate the discussions in order to facilitate feed-back from all participants. The direct experiences of the participants as trainers for the low skilled adults will be presented in the plenary and participants will share their expertise.

Suggestions for follow-up activities

The trainer advises trainees to deepen the topic of active listening by consulting the following resources:

Kolb DA, Boyatzis RE. On the Dynamics of the Helping Relationship. The Journal of Applied Behavioral Science. 1970;6(3):267-289. doi:10.1177/002188637000600302

Activity 4 – reviewing at the end of the day

Get closer or move away!

Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future trainings with low skilled adults.

Objectives

- ✓ to make the participants reflect on the activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future trainings for low skilled adults

Materials & resources

- ☐ individual writing tools (paper, pencils, pen etc.)
- ☐ group writing tools (flipchart, markers, blackboard etc.)
- ☐ worksheets
- ☐ specific resources:
- ☐ digital individual devices (smartphone, tablet, laptop etc.)
- ☐ digital group devices (computer & projector, speakers etc.)

Time

30 minutes

Group size

- ☒ small groups (5-10 members)
- ☒ medium groups (10-20 members)
- ☒ large groups (20-30 members)

General instructions for trainers coordinating the activity

- ✓ be aware of the final balance between expectations and knowledge learned
- ✓ pay particular attention to self-assessing the topics covered from the point of view of personal perception on the issues addressed

Description of the training activity - methodology

The trainer asks the trainees to reflect to the implemented activities in this module and comment on that in a simple way, by using the “get close or move away” technique. According to this technique, one participant is asked to publicly answer a specific evaluation question and the rest of the group participants are invited to position themselves more or less close according to how much they share the evaluation. Other participants might be asked to share their thoughts and the reason for getting closes or away from the one that originally answered the question.

The trainer needs to make sure that all participants talk within this exercise an no participant is left outside this exercise.

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were trainers working with low skilled adults. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, last but not the least, did you learn something today from your trainees? Did you find some specific way to develop your active listening skills, some specific way to better know the needs of your beneficiaries in future trainings?

MODULE 4

Ability to motivate and involve low skilled adults in learning activities

Motivation is one of the most important aspects of successful trainings, as motivated learners will make the necessary efforts to involve themselves in the training activities and to achieve the training objectives and the personal learning objectives. Still, it is also one of the aspects that are harder to influence by the trainer, especially when working with low skilled adults that are usually unmotivated and even resistant to involving themselves in education.

Through this module, the trainers are asked to reflect on the importance of motivating the low skilled adults and on specific ways to improve their abilities to better motivate those adults for involving in education and training. The module's main objective is to develop trainees' skills to motivate and involve the low skilled adults in education, therefore facilitating real learning for them.

Activity 1	
What is motivating the low skilled adults?	
Overview	
<p>This activity enables trainers to approach in a systematic manner the theoretical and practical aspects of motivating the low skilled adults, in order to design and implement adequate training activities for this category of adults.</p>	
Objectives	
<ul style="list-style-type: none"> ✓ to develop trainees' skills to motivate and involve the low skilled adults in education ✓ to develop trainees' awareness of the role of their own motivation in implementing better quality training activities for low skilled adults 	
Materials & resources	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input type="checkbox"/> worksheets <input type="checkbox"/> specific resources: 	
Time	Group size
120 minutes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members)
General instructions for trainers coordinating the activity	
<ul style="list-style-type: none"> ✓ be aware of the emotional reactions of each participant, avoid making them feel uncomfortable or having other negative emotions; ✓ pay particular attention to motivating each participant for all the activities, as some of them with more confidence in their training abilities might be less involved in some of the tasks 	

Description of the training activity - methodology

Exercise 1. Brainstorming on what is the role of motivation in training the low skilled adults. Through this 10 minutes exercise, the trainer and the group creates a list with the most important aspects related to motivating the low skilled adults.

Exercise 2. Individual activity – defining motivation. The trainer asks the participants to take into consideration the results of the previous brainstorming (that are still visible in the room), their personal experiences and knowledge, but also the theoretical information available online (they are allowed to consult them on their portable devices) in order to construct a personal definition of motivation and write it down on a sheet of paper. The trainer emphasizes on the fact that the definition should be personal and reflect their opinions.

Exercise 3. Group work. The participants are divided into groups of four (by counting 1 to 4). Their task in each group is to discuss the four individual definitions of motivation, in order to find similarities and differences by focusing on the essential elements in defining this concept. The results of their work in each group will be an integrative definition of motivation that all members of the group agree; this definition will be written on a flipchart and made public in the training room.

Exercise 4. Group discussion. Each group presents their definition of motivation to the rest of the participants, focusing on the specific aspects that they consider important.

The trainer manages the discussion focusing on the most important aspects of motivation and identifying how each of these aspects can influence the involvement of low skilled adults in education. The trainer emphasizes on the reasons why this activity was implemented and how the new knowledge can help the participants better understand the motivation of the low skilled adults that attend their trainings.

Debriefing and evaluation

The trainer moderates a discussion by asking the participants to answer questions such as: “what similarities and differences can we find between adults that learn and low skilled adults that learn?”, “why do some low skilled adults learn and why some of them don’t learn?”, “how could we stimulate low skilled adults to be more involved in education?”, “what is the impact of low skilled adults lack of motivation on the trainers and on the training activities?” etc.

Suggestions for follow-up activities

The trainer asks for the trainees to reflect on the specific action they took when working with low skilled adults in order to motivate them, focusing on what worked and what did not work. The participants should be prepared to share their thoughts on the next meeting

Activity 2
Strategies to motivate

Overview

This activity enables trainers working with low skilled adults to reflect on specific strategies to motivate this category of adults for continuing to develop their skills and for their personal and professional development.

Objectives

- ✓ to develop trainees' skills to motivate and involve the low skilled adults in education
- ✓ to develop trainees' skills to design better educational activities for low skilled adults

- | Materials & resources | |
|---|---|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.) |
| <input checked="" type="checkbox"/> worksheets in Appendix 1 | |
| <input type="checkbox"/> specific resources: | |

Time
90 minutes

General instructions for trainers coordinating the activity
<ul style="list-style-type: none"> ✓ be aware of the fact that participants might have very strong opinions and strong discussions might happen ✓ pay particular attention to keeping the time for each activity, as discussions might take longer than planned

- ☒ small groups (5-10 members)
- ☒ medium groups (10-20 members)
- ☒ large groups (20-30 members)

- 42

Description of the training activity - methodology

Activity 1. In pairs, the participants are asked to analyse each of the statements in the worksheet in Appendix 1 and to establish, for each statement, if it is true or false (with relevant and specific arguments, including examples from their personal experience).

Activity 2. Group work. The trainer divides the participants in groups of 5 (by extracting coloured cards, for instance). Each group has to design a training activity for low skilled adults, irrespective of the topic of that training, but taking into consideration the discussion in the previous activity and its results.

Activity 3. Group discussion. The trainer manages a discussion with all the participants analysing the activities each group designed in relation with the previous statements from the first activity. The trainer asks for personal examples from the participants in order to facilitate the exchange of good practices among them.

Debriefing and evaluation

The trainer moderates a discussion by asking the participants to answer questions such as: “how will you take into consideration the interests, the learning needs and the personal experiences of low skilled adults in your future trainings?”, “how will you establish the learning objectives by consulting the low skilled adults?”, “what techniques will you use to assist low skilled adults in learning?”.

Suggestions for follow-up activities

The trainer recommends the trainees to assist each other in designing better training activities for low skilled adults by providing relevant feed-back on some of the training activities other participants designed (maybe working in pairs and providing reciprocal feed-back).

Appendix 1 – worksheet¹

Statement	True / false
Adults are autonomous and self-directed. Trainers must actively involve adult participants in the learning process & serve as facilitators for them, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals.	<input type="checkbox"/> true <input type="checkbox"/> false
Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/ experience base. To help them do so, they should draw out participants' experience and knowledge which is relevant to the topic. They must relate theories and concepts to the participants & recognize the value of experience in learning.	<input type="checkbox"/> true <input type="checkbox"/> false
Adults are goal-oriented. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.	<input type="checkbox"/> true <input type="checkbox"/> false
Adults are relevancy-oriented. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants.	<input type="checkbox"/> true <input type="checkbox"/> false
Adults are practical, focusing on aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them.	<input type="checkbox"/> true <input type="checkbox"/> false
As do all learners, adults need to be shown respect. Instructors must acknowledge the wealth of experiences that adult brings to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class	<input type="checkbox"/> true <input type="checkbox"/> false

¹ from www.mssny.org/App_Themes/MSSNY/pdf/Practice_Resources-CME_Physician_Education_Apply_to_Accredit_an_Educational_Activity_Planning_Adult_Learning_Principles.pdf

Activity 3

Negative emotion in working with low skilled adults

Overview

This activity enables trainers working with low skilled adults to explore the negative emotions that those adults might experience when involved in education, therefore helping the trainers to identify better ways to manage negative emotions within trainings for the low skilled adults.

Objectives

- ✓ to develop trainees' skills to motivate and involve the low skilled adults in education
- ✓ to develop trainees' skills to identify and implement optimal strategies to manage the negative emotions within trainings for low skilled adults

Materials & resources

- ☒ individual writing tools (paper, pencils, pen etc.)
- ☒ group writing tools (flipchart, markers, blackboard etc.)
- ☒ worksheets in Appendix 1
- ☐ specific resources:
- ☐ digital individual devices (smartphone, tablet, laptop etc.)
- ☐ digital group devices (computer & projector, speakers etc.)

Time

90 minutes

Group size

- ☒ small groups (5-10 members)
- ☒ medium groups (10-20 members)
- ☒ large groups (20-30 members)

General instructions for trainers coordinating the activity

- ✓ be aware of the emotions the participants will experience while talking about emotions
- ✓ pay particular attention to involving all the participants in the discussions, especially the ones that usually don't have the initiative of speaking

Description of the training activity - methodology

Exercise 1. Activity in pairs. The trainer provides each participant with the worksheet in Appendix 1 and asks them to individually reflect on the negative emotions that are usually experienced by low skilled adults involved in educational activities. The specific task is also to mark the usual emotions and the level of intensity for each usual emotion.

Exercise 2. Group work. The trainer divides the participants into groups of 5 (by counting from 1 to 5 from a line organized in alphabetical order, for instance) and asks each group to decide on 10 emotions from the list in the previous activity that are more frequent for low skilled adults involved in training and have the most important negative consequences. The selection criteria is the evaluation done individually in the previous activity, but all the participants need to agree on the final list of 10; the list is written on a flipchart sheet when all participants agree.

Exercise 3. Group work. Still in the previous groups, the participants in each group are asked to analyse their list of negative emotions in relation with the following aspects of training the low skilled adults: planning and selection of materials; training methodology; evaluation; feed-back for the participants; feed-back for the trainer; personal satisfaction of low skilled adults learning.

Exercise 4. Group discussion. The trainer manages a group discussion by encouraging each group to present their work (including visual presentation of their flipchart sheets with their lists), encouraging dialogue and sharing of personal examples of good practices from the professional expertise of each participant. The trainer focuses on how important is that trainers working with low skilled adults are interested in correctly identifying the negative emotions their beneficiaries experience while learning.

Debriefing and evaluation

The trainer moderates a discussion by asking the participants to answer questions such as: “what strategies do low skilled adults use to manage their negative emotions within learning activities?”, “what motivated low skilled adult to learn? – is there any way that negative emotions could motivate them to learn?”, “what strategies could we as trainers use to minimize the impact of negative emotions in training activities?”.

Suggestions for follow-up activities

The trainer recommends the trainees to assist each other in designing better training activities for low skilled adults by providing relevant feed-back on some of the training activities other participants designed (maybe working in pairs and providing reciprocal feed-back regarding the strategies of managing negative emotions that could be integrated into each activity).

Appendix 1 – worksheet

		low	Intensity average	high
anger	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
sadness	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
fear	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
boredom	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
guilt	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
shame	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
embarrassment	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
uncertainty	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
confusion	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
anxiety	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
frustration	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
despair	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
regret	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
helplessness	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
suffering	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
depression	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
unhappiness	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
disappointment	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
uninterest	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
irritation	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
intimidation	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			
sadness	<input type="checkbox"/> usual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> unusual			

Activity 4 – reviewing at the end of the day

How to captivate and motivate low skilled adults

Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future trainings with low skilled adults.

Objectives

- ✓ to make the participants reflect on the activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future trainings for low skilled adults

Materials & resources

- ☐ individual writing tools (paper, pencils, pen etc.)
- ☐ group writing tools (flipchart, markers, blackboard etc.)
- ☐ worksheets
- ☐ specific resources:
- ☐ digital individual devices (smartphone, tablet, laptop etc.)
- ☐ digital group devices (computer & projector, speakers etc.)

Time

30 minutes

Group size

- ☒ small groups (5-10 members)
- ☒ medium groups (10-20 members)
- ☒ large groups (20-30 members)

General instructions for trainers coordinating the activity

- ✓ be aware of using open questions and give the participants the liberty of expression
- ✓ pay particular attention to encouraging all the participants to express their thoughts and feelings, to share their experiences.

Description of the training activity - methodology

The trainer encourages the trainees to share their personal experience in the topic of negative emotions of low skilled adults and moderate the discussions in order to facilitate feed-back from all participants.

Some of the next questions could be used: “what is the “portrait” of low skilled adults that are involved in training?”, “what is different in the way low skilled adults learn?”, “are there any emotional reasons that might motivate low skilled adults to learn?”, “what would be the negative consequences of not really involving low skilled adults in the learning activities?”, “what methods do you use to motivate low skilled adults to learn?”.

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were trainers working with low skilled adults. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, last but not the least, did you learn something today from your trainees? Did you find some specific way to develop your skills of motivating the trainees, some specific way to better involve your beneficiaries in future trainings?

MODULE 5

Adaptability and interest for feedback from low skilled adults

It is well known that all trainers have the ability to adapt, but some learn how to be more adaptive than others and can achieve much higher performance regarding the trainees' developed skills. Experienced trainers are well aware of the fact that simply repeating a training in the same way, with the same methodology, but for different participants doesn't enrich the trainers' expertise, as the key to success is to always adapt to your audience and find new improved ways to better respond to their needs. This is particularly important for trainers working with low skilled adults, as developing their skills is a real challenge to the trainer's adaptability.

Through this module, the trainers working with low skilled adults will experience some simple ways to develop their professional adaptability, but also to become more aware of the importance of knowing their trainees to be able to adapt to their needs.

Activity 1	
Methods and strategies to enhance adults learning and adaptability	
Overview	
<p>This activity uses in-depth analysis of theoretical and practical aspects of adaptability and interest for feed-back to assist trainers working with low skilled adults into enhancing the quality of their trainings.</p>	
Objectives	
<ul style="list-style-type: none"> ✓ to develop trainees' adaptability in implementing trainings for low skilled adults ✓ to develop trainees' receptivity to feed-back from low skilled adults in trainings 	
Materials & resources	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input checked="" type="checkbox"/> worksheets in Appendix 1 <input type="checkbox"/> specific resources: 	<ul style="list-style-type: none"> <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) <input type="checkbox"/> digital group devices (computer & projector, speakers etc.)
Time	Group size
100 minutes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members)
General instructions for trainers coordinating the activity	
<ul style="list-style-type: none"> ✓ be aware of the experience each of your trainees has and use that expertise in training ✓ pay particular attention to encouraging your trainees to provide personal examples, as adults learn best from their experience 	

Description of the training activity - methodology

Exercise 1. Individual work. The participants are asked to analyse each of the statements in the worksheet in Appendix 1 and to establish, for each statement, if it is true or false (with relevant and specific arguments, including examples from their personal experience). After each participant makes its decision, a group discussion is coordinated by the trainer to debate on the rightness of each statement.

Exercise 2. Activity in pairs – role playing. The trainees are asked to think about 5 questions that they would ask one low skilled adult that wants to join one of their trainings (with focus on the four laws previously analysed). Then the trainer divides the participants in pairs and ask each pair to have a short role play, with one participant being the trainer and the other being the low skilled adult; after all the questions, the participants change their role from trainer to low skilled adult and vice-versa.

After the role play, each pair will discuss on how they felt in the two roles and how each questions make them feel, in order to develop a common list of questions that low skilled adults can be asked when joining a training; the list will be written on a flipchart sheet.

Exercise 3. Group discussion. Each pair will present their list of questions to their colleagues the questions they would like to ask to the low skilled adults, with arguments regarding the role of each question. A debate is starter with the trainer focusing on the selection of the most adequate questions; the final list established by the whole group is written on a flipchart so that all participants can have a clear image about the questions they decided that are the most appropriate to ask low skilled adults at the beginning od a training in order to better adapt to their needs and interests.

Debriefing and evaluation

The trainer asks the trainees to reflect to their adaptability as trainers and comment on that, starting a discussion about the specific ways they adapt their training to the needs and interests of low skilled adults.

The trainer encourages the trainees to share their personal experience of good practice examples.

Suggestions for follow-up activities

The trainer recommends the participants to reflect on the usual ways they ask for feed-back from their trainees, especially from low skilled adults, and on the effectiveness of this methods. The participants should identify at least one change they want to do in this topic and be ready to share it with the other participants in future meetings.

Appendix 1 – worksheet²

Statement	True / false
<p>Adults are babies with big bodies. It is accepted that babies enjoy learning through experience, because every exploration is a new experience. As children grow, educators traditionally reduce the amount of learning through experience to the point that few courses in secondary and higher education devote significant time to experiential education. It is now recognized that adult learning is enhanced by hands-on experience that involves adults in the learning process. In addition, adults bring a wealth of experience that must be acknowledged and respected in the training setting.</p>	<input type="checkbox"/> true <input type="checkbox"/> false
<p>People do not argue with their own data. Succinctly put, people are more likely to believe something fervently if they arrive at the idea themselves. Thus, when training adults, presenting structured activities that generate the students' ideas, concepts, or techniques will facilitate learning more effectively than simply giving adults information to remember.</p>	<input type="checkbox"/> true <input type="checkbox"/> false
<p>Learning is directly proportional to the amount of fun you are having. Humour is an important tool for coping with stress and anxiety, and can be effective in promoting a comfortable learning environment. If you are involved in the learning process and understand how it will enable you to do your job or other chosen task better, you can experience the sheer joy of learning.</p>	<input type="checkbox"/> true <input type="checkbox"/> false
<p>Learning has not taken place until behaviour has changed. It is not what you know, but what you do that counts. The ability to apply new material is a good measure of whether learning has taken place. Experiences that provide an opportunity for successfully practicing a new skill will increase the likelihood of retention and on-the-job application.</p>	<input type="checkbox"/> true <input type="checkbox"/> false

² from www.ncjrs.gov/ovc_archives/educator/files/chapter3.pdf

<div>Activity 2</div> <div>The need for feed-back</div>	
<div>Overview</div> <p>This activity uses in-depth analysis of theoretical and practical aspects of adaptability and interest for feed-back to assist trainers working with low skilled adults into enhancing the quality of their trainings.</p>	
<div>Objectives</div> <ul style="list-style-type: none"> ✓ to develop trainees' adaptability in implementing trainings for low skilled adults ✓ to develop trainees' receptivity to feed-back from low skilled adults in trainings 	
<div>Materials & resources</div> <div> <div> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input checked="" type="checkbox"/> worksheet in Appendix 1 <input type="checkbox"/> specific resources: </div> <div> <input checked="" type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) <input type="checkbox"/> digital group devices (computer & projector, speakers etc.) </div> </div>	
<div>Time</div> <div>90 minutes</div>	<div>Group size</div> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members)
<div>General instructions for trainers coordinating the activity</div> <ul style="list-style-type: none"> ✓ be aware of the experience each of your trainees has and use that expertise in training ✓ pay particular attention to the feed-back that you receive from the participants. Is there anything that you can learn from this feed-back? 	

Description of the training activity - methodology

Exercise 1. Brainstorming. The trainer organizes a short brainstorming activity starting with the question “what is feed-back?”. All ideas are written on a flipchart sheet.

Exercise 2. Individual activity. After the brainstorming, with the resulting ideas still visible for the participants, they are asked to provide their own definition of feed-back, starting from the previous ideas, but having the liberty of consulting online resources on their personal devices. The definition is then written on a sheet of paper and each participant should be ready to defend his ideas in front of the group.

Exercise 3. Group work. The trainer divides the participants into groups of four (by counting). Each group analyses the four definitions of feed-back elaborated by the four participants in the previous exercise in order to find the similarities and develop a common definition that all group members agree it's the most relevant definition of feed-back. This common definition is written on a flipchart sheet.

Exercise 4. Group discussion. Each group presents its definition of feed-back to their colleagues and explain their point of view. The trainer encourages positive and relevant feed-back from all participants and emphasizes on the fact that all definitions might be true, the really important thing is not defining the feed-back, but being aware of its importance and of efficient methods to ask for feed-back when organizing trainings.

Debriefing and evaluation

The trainer asks the trainees to reflect to the specific ways to use the new information in organizing trainings for low skilled adults; commenting on that, the trainer starts a discussion about how having relevant feed-back can improve the participation of low skilled adults in education.

Suggestions for follow-up activities

The trainer recommends the trainees to read the statements in worksheet in Appendix 1 and to decide for themselves if each statement is true or false.

Appendix 1 – worksheet

Statement	True / false
Feed-back has an important role in helping low skilled adults to reach their learning objectives by really learning.	<input type="checkbox"/> true <input type="checkbox"/> false
Feed-back should be an integrant part of any training for low skilled adults.	<input type="checkbox"/> true <input type="checkbox"/> false
Formal and informal feed-back should be provided by trainers, but also by the low skilled adults attending trainings.	<input type="checkbox"/> true <input type="checkbox"/> false
Feed-back from low skilled adults for the trainers should provide clear information regarding the evaluation of the training, but also about the evaluation criteria.	<input type="checkbox"/> true <input type="checkbox"/> false
The positive feed-back should precede the negative one.	<input type="checkbox"/> true <input type="checkbox"/> false
The feed-back needs to be specific, objective and constant.	<input type="checkbox"/> true <input type="checkbox"/> false
The feed-back needs to be supportive, to encourage a real dialogue between the trainer and the trainees providing feed-back.	<input type="checkbox"/> true <input type="checkbox"/> false
The trainer should always encourage the trainees to provide his real feed-back, even if they are low skilled adults.	<input type="checkbox"/> true <input type="checkbox"/> false
Feed-back can be written, but also oral, including the nonverbal feed-back.	<input type="checkbox"/> true <input type="checkbox"/> false
The trainers working with low skilled adults need to constantly develop their ability of asking and receiving feed-back from their trainees.	<input type="checkbox"/> true <input type="checkbox"/> false
Each trainer needs to be ready to adapt any of their activities according to the feed-back from the participants in order to better respond to their needs and interests.	<input type="checkbox"/> true <input type="checkbox"/> false

Activity 3 – reviewing at the end of the day	
I know and I act!	
Overview	
<p>This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future trainings with low skilled adults.</p>	
Objectives	
<ul style="list-style-type: none"> ✓ to make the participants reflect on the activities and the individual and group achievements ✓ to make the participants reflect on new strategies, tools and resources they can use in their future trainings for low skilled adults 	
Materials & resources	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input type="checkbox"/> worksheet <input type="checkbox"/> specific resources: </div> <div style="width: 45%;"> <ul style="list-style-type: none"> <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) <input type="checkbox"/> digital group devices (computer & projector, speakers etc.) </div> </div>	
Time	Group size
30 minutes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members)
General instructions for trainers coordinating the activity	
<ul style="list-style-type: none"> ✓ be aware of encouraging all participants to speak, especially those that are usually reluctant to speaking in front of the group ✓ pay particular attention to exchanging real examples from the participants' expertise 	

Description of the training activity - methodology

The trainer starts a discussion about what the participants have learned through this module, by asking questions like: “what do you know now about feed-back?”, “what is more important: the trainer providing or receiving feed-back?”, “is it important for a trainer to be ready to adapt to the feed-back from the participants?”, “can low skilled adults provide relevant feed-back?”, “do you need more information on this topic?” etc.

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were trainers working with low skilled adults. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, last but not the least, did you learn something today from your trainees? Did you find some specific way to develop your adaptability and receptiveness to feed-back, some specific way to better involve your beneficiaries in future trainings?

MODULE 6

Emotional intelligence and stress management skills

In its simplest definition, emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Correlated with self-awareness, self-regulation, empathy, motivation, social skills etc., emotional intelligence is the psychological factor that is probably most often used to explain professional success. Therefore, it represents a core factor in the professional development of successful trainers, especially if they want to work with low skilled adults, as it helps building training relationships, reduces team stress, defuse the potential conflicts and it could even have an important impact on improving the trainers' job satisfaction.

Through this module, trainers working with low skilled adults have the opportunity to find specific ways to improve their self-awareness and self-motivation, to prevent professional anxiety and stress both for themselves and for their trainees.

Activity 1

The importance of self-awareness and self-motivation

Overview
<p>This activity uses short exercises to assist trainers working with low skilled adults into developing their self-awareness and self-motivation, as well as understanding the importance of those two factors in training the low skilled adults.</p>

Objectives
✓ to develop trainees' emotional intelligence
✓ to develop trainees' self-awareness and self-motivation

Materials & resources	
<input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.)	<input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.)
<input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.)	<input type="checkbox"/> digital group devices (computer & projector, speakers etc.)
<input type="checkbox"/> worksheets	
<input type="checkbox"/> specific resources:	

Time
100 minutes

Group size
<input checked="" type="checkbox"/> small groups (5-10 members)
<input checked="" type="checkbox"/> medium groups (10-20 members)
<input checked="" type="checkbox"/> large groups (20-30 members)

General instructions for trainers coordinating the activity
<ul style="list-style-type: none"> ✓ be aware of the emotional reactions of each participant, avoid making them feel uncomfortable or having other negative emotions; ✓ pay particular attention to motivating each participant for all the activities, as some of them with more confidence in their training abilities might be less involved in some of the tasks

Description of the training activity - methodology

Exercise 1. Individual work. The trainer asks the participants to individually reflect on their training activities, on the efforts they make for designing and implementing the trainings, and answer one specific question: “what motivates me as a trainer?”. Each participant is asked to mention on a piece of paper the most important 5 factors that motivates them for being a trainer.

Exercise 2. Group work. The trainer divides the participants in groups of 5 (by extracting strips of paper with numbers 1 to 5 on them) and asks each group to reflect on the motivating factors each participant wrote on their paper; for this, each participant presents his ideas to the colleagues and provides personal examples. The group task is to select the most important 5 factors that all group members consider the most important and write them on a flipchart sheet.

Exercise 3. Group work. In the same groups, the participants analyse each of the 5 mentioned factors to decide if that factor can motivate them as trainers even if they are working with low skilled adults. The group task is to mention, for each factor, what specific ways could be used to further enhance their motivation when working with low skilled adults.

Exercise 4. Group discussion. Each group presents their ideas to their colleagues, focusing on personal examples and sharing their expertise. The trainer coordinates the discussions and concludes on the relevance of self-awareness and self-motivation in working with low skilled adults, but also on the importance of sharing expertise and learning from each other.

Debriefing and evaluation

The trainer encourages the trainees to share their personal experience in the topic of the activity and moderate the discussions in order to facilitate input from all participants. The trainer focuses on what was the purpose of the activity and what the participants have learned during this activity.

Suggestions for follow-up activities

The trainer recommends the trainees to fill in a quiz in order to identify their self-motivation abilities. The trainer recommends the trainees to reflect on the results and specific ways to improve their self-motivation skills. The self-motivation quiz is available online at:

https://www.mindtools.com/pages/article/newLDR_57.htm#:~:text=Self%2Dmotivation%20is%20the%20force,pushes%20you%20to%20go%20on.

Activity 2	
Professional anxiety as a source of stress	
Overview	
<p>This activity uses self-reflection and analysis of participants previous experiences as trainers to assist them into developing their stress release mechanisms and methods to reduce their and their trainees' professional anxiety.</p>	
Objectives	
<ul style="list-style-type: none"> ✓ to develop trainees' emotional intelligence ✓ to develop trainees' skills / awareness / receptivity to / skills... 	
Materials & resources	
<ul style="list-style-type: none"> <input type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input type="checkbox"/> worksheets <input type="checkbox"/> specific resources: 	
Time	Group size
<p>90 minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members)
General instructions for trainers coordinating the activity	
<ul style="list-style-type: none"> ✓ be aware of the emotional reactions of each participant, avoid making them feel uncomfortable or having other negative emotions; ✓ pay particular attention to motivating each participant for all the activities, as some of them with more confidence in their training abilities might be less involved in some of the tasks 	

Description of the training activity - methodology

Exercise 1. Group work. The trainer divides the participants in groups of 5 (by counting) and asks each group to reflect on what makes them anxious when providing trainings. The group task is to select the most important 5 sources of professional anxiety that all member agrees are relevant for them. Participants are encouraged by the trainer to provide personal examples, personal experiences of being anxious when delivering a specific training. The factors are written on a flipchart sheet.

Exercise 2. Group work. In the same groups, the participants are asked to think about specific situations when they delivered trainings for low skilled adults and to create a hierarchy of those 5 factors from the least anxiogenic to the most anxiogenic. The participants are asked to reflect on their specific sources of anxiety during trainings for low skilled adults and think about the differences compared with trainings for other categories of adults. All members of the group should agree on the hierarchy of the anxiogenic factors.

Exercise 3. Group discussion. Each group presents their ideas to their colleagues, focusing on personal examples and sharing their expertise. The trainer asks the big group to find some ideas from their experience on specific ways to reduce the intensity of anxiety in each presented situation and concludes on the fact that, even if there is no “recipe” for reducing professional anxiety, there are solutions that they could implement or adapt.

Debriefing and evaluation

The trainer encourages the trainees to share their personal experience in the topic of the activity and moderate the discussions in order to facilitate input from all participants. The trainer focuses on what was the purpose of the activity and what the participants have learned during this activity.

Suggestions for follow-up activities

The trainer recommends the trainees to read specific resources about work anxiety and stress and to reflect on that.

Examples of such resources:

- Doby, J., Caplan, R.D. (2017). Organizational Stress as Threat to Reputation: Effects on Anxiety at Work and at Home. in Academy of Management Journal 38 (4)
- Mughal, S., Walsh, J., Wilding, J. (1996). Stress and work performance: The role of trait anxiety. in Personality and Individual Differences 20 (6).

Activity 3 – reviewing at the end of the day

Can emotional intelligence prevent stress?

Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future trainings with low skilled adults.

Objectives

- ✓ to make the participants reflect on the activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future trainings for low skilled adults

Materials & resources

- ☐ individual writing tools (paper, pencils, pen etc.)
- ☐ group writing tools (flipchart, markers, blackboard etc.)
- ☐ worksheets
- ☐ specific resources:
- ☐ digital individual devices (smartphone, tablet, laptop etc.)
- ☐ digital group devices (computer & projector, speakers etc.)

Time

30 minutes

Group size

- ☒ small groups (5-10 members)
- ☒ medium groups (10-20 members)
- ☒ large groups (20-30 members)

General instructions for trainers coordinating the activity

- ✓ be aware of the emotional reactions of each participant, avoid making them feel uncomfortable or having other negative emotions;
- ✓ pay particular attention to motivating each participant for all the activities, as some of them with more confidence in their training abilities might be less involved in some of the tasks

Description of the training activity - methodology

The trainer asks the trainees to reflect on a specific situation when they felt most anxious while working with low skilled adults, without having to make this experience public unless they want to do that. After this short moment of self-reflection, the trainer asks the participants to imagine how the low skilled adults in front of them felt in that moment...

The trainer encourages the trainees to share their personal experience and moderate the discussions in order to facilitate the deeper understanding of the importance of reducing the professional anxiety and stress for both trainers and trainees. The trainer emphasizes on the role of emotional intelligence for reaching this objective.

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were trainers working with low skilled adults. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, last but not the least, did you learn something today from your trainees? Did you find some specific way to develop your self-motivation, some specific way to reduce your professional anxiety in your future trainings with low skilled adults?

MODULE 7

Patience and self-control

Working with low skilled adults can be an important challenge for trainers from the perspective of designing an effective methodology, but also, and even more important, from the perspective of implementing that methodology and keeping patient and maintaining the self-control. Low skilled adults might not get involved as much as the trainer would like, might not solve tasks that the trainers consider to be very simple, therefore challenging the trainer's patience and self-control. Luckily, both patience and self-control are psychological and professional traits that can be developed, and trainers could focus on developing them.

Through this module, trainers working with low skilled adults are invited to activities targeting the development of their patience and self-control in delivering trainings, but also to make them more aware of the positive impact of patient behaviour especially in training the low skilled adults.

Activity 1	
The definition of patience	
Overview	
<p>This activity enables trainers working with low skilled adults to analyse their behaviour in training situations and to fully understand the importance of patient behaviour when training the low skilled adults.</p>	
Objectives	
<ul style="list-style-type: none"> ✓ to develop trainees' patience and self-control in delivering trainings ✓ to develop trainees' awareness of the positive impact of patient behaviour especially in training the low skilled adults 	
Materials & resources	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input type="checkbox"/> worksheets <input type="checkbox"/> specific resources: 	
Time	Group size
100 minutes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members)
General instructions for trainers coordinating the activity	
<ul style="list-style-type: none"> ✓ be aware of the emotional reactions of each participant, avoid making them feel uncomfortable or having other negative emotions ✓ pay particular attention to your patience as a trainer, to prove in your behaviour what you recommend for the participants 	

Description of the training activity - methodology

Exercise 1. Brainstorming. The trainer organizes a short brainstorming activity starting with the question “what is patience?”. All ideas are written on a flipchart sheet.

Exercise 2. Individual activity. After the brainstorming, with the resulting ideas still visible for the participants, they are asked to provide their own definition of patience, starting from the previous ideas, but having the liberty of consulting online resources on their personal devices. The definition is then written on a sheet of paper and each participant should be ready to defend his ideas in front of the group.

Exercise 3. Group work. The trainer divides the participants into groups of four (by counting). Each group analyses the four definitions of patience elaborated by the four participants in the previous exercise in order to find the similarities and develop a common definition that all group members agree it's the most relevant definition of patience. This common definition is written on a flipchart sheet.

Exercise 4. Group discussion. Each group presents its definition of patience to their colleagues and explain their point of view. The trainer encourages positive and relevant feedback from all participants and emphasizes on the fact that all definitions might be true, the really important thing is not defining the patience, but being aware of its importance in training the low skilled adults and finding the most adequate methods to develop patient behaviour when training this category of adults.

Debriefing and evaluation

The trainer encourages the trainees to share their personal experience in this topic and moderate the discussions in order to facilitate feed-back from all participants. The trainer asks the participants to think about specific ways to design the training activities for low skilled adults in such ways that their patience as a trainer is not challenged. Based on the discussions the trainer emphasizes on the role of this activity.

Suggestions for follow-up activities

The trainer recommends the trainees to read a short material on increasing patience (<https://www.gregbellspeaks.com/blog/strategies-for-increasing-patience>) and to reflect on that.

<div>Activity 2</div> <div>The importance of self-control in training</div>	
<div>Overview</div> <p>This activity uses short individual and group activities to assist trainers working with low skilled adults into developing their self-control skills, as well as better understanding the role of self-control into providing adequate trainings for this category of adults.</p>	
<div>Objectives</div> <ul style="list-style-type: none"> ✓ to develop trainees' patience and self-control in delivering trainings ✓ to develop trainees' awareness of the important role of self-control as a trainer 	
<div>Materials & resources</div> <div> <div> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) </div> <div> <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) </div> <div> <input checked="" type="checkbox"/> worksheets in Appendix 1 </div> <div> <input type="checkbox"/> specific resources: </div> <div> <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) </div> <div> <input type="checkbox"/> digital group devices (computer & projector, speakers etc.) </div> </div>	
<div>Time</div> <div>90 minutes</div>	<div>Group size</div> <div> <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members) </div>
<div>General instructions for trainers coordinating the activity</div> <ul style="list-style-type: none"> ✓ be aware of the emotional reactions of each participant, avoid making them feel uncomfortable or having other negative emotions ✓ pay particular attention to your self-control as a trainer, to prove in your behaviour what you recommend for the participants 	

Description of the training activity - methodology

Exercise 1. Individual activity. The trainer asks the participants to read the worksheet in Appendix 1 describing indicators of self-control and lack of it and to mark the indicators that describe their behaviour as a trainer, especially within the trainings for low skilled adults.

Exercise 2. Group work. The trainer divides the participants in groups (same groups from the previous activity can be used) and asks the participants from each group to present to their colleagues their personal “profile” of self-control as resulted from the previous activity; the trainer clearly states that if a participant doesn’t want to reveal information about themselves, he can describe a usual trainer to the group, as he thinks a usual trainer behaves. After this discussion, the group task is to select 3 indicators from any of the categories and to imagine together specific ways to correct this behaviour so that the training they implement for low skilled adults are more efficient. The solutions are written on a flipchart sheet and the group designates a person that will present their ideas to the other groups.

Exercise 3. Group discussion. Each of the groups presents their ideas to the rest of the participants and the trainer starts a discussion to emphasize the importance of knowing and managing the self-control level when providing trainings for low skilled adults.

Debriefing and evaluation

The trainer asks the trainees to reflect on the importance of adequate self-control for a trainer working with low skilled adults and to comment on that, starting a discussion about it. The trainer moderates the discussions in order to facilitate feed-back from all participants.

Suggestions for follow-up activities

The trainer recommends the trainees to reflect on potential ways to develop an adequate self-control in their future training with low skilled adults and to establish for themselves 3 personal goals and simple activities to achieve those goals.

Appendix 1 – worksheet³

Indicators of too much self-control	
difficulty relaxing	
distance from others	
rigid personality	
overly focused on details	
lack of feelings or lack of display of feelings	
being responsible (to a fault)	
avoidance of any risks	

Indicators of too little self-control	
little or no self-discipline	
lack of goals or inability to reach goals	
low motivation	
little to no willpower	
difficulty controlling emotions	
lack of attention	
quick to blame others	
difficulty maintaining friendly relationships	

³ from www.betterhelp.com/advice/willpower/self-control-definition-and-how-to-have-it/

Activity 3 – reviewing at the end of the day

Patience and self-control in training low skilled adults

Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future trainings with low skilled adults.

Objectives

- ✓ to make the participants reflect on the activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future trainings for low skilled adults

Materials & resources

- | | |
|---|---|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input checked="" type="checkbox"/> digital group devices (computer & projector, speakers etc.) |
| <input type="checkbox"/> worksheets | |
| <input type="checkbox"/> specific resources: | |

Time

30 minutes

Group size

- ☒ small groups (5-10 members)
- ☐ medium groups (10-20 members)
- ☒ large groups (20-30 members)

General instructions for trainers coordinating the activity

- ✓ be aware of the emotional reactions of each participant, avoid making them feel uncomfortable or having other negative emotions;
- ✓ pay particular attention to each participants having the opportunity to provide its input

Description of the training activity - methodology

The trainer starts a debate by making the participants answer some simple questions about patience and self-control, focusing on what needs to be the adequate behaviour for a trainer working with low skilled adults.

Some examples of such questions: “how can we as trainers develop our patience and self-control?”, “how can we as trainers develop our trainees’ patience and self-control, especially for the low skilled adults?”, “how can we use our patience and self-control to provide better training for low skilled adults?”, “is patience needed for self-control or is self-control needed for patience?”, “how can we evaluate our patience and self-control during trainings for low skilled adults?”, “how can we manage the situations when we lack patience or self-control? Who do we consult?” etc.

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were trainers working with low skilled adults. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, last but not the least, did you learn something today from your trainees? Did you find some specific way to develop your patience and self-control, some specific way to behave more adequate in your future trainings with low skilled adults?

MODULE 8

Ability to create a comfortable learning environment for all adults that want to learn

A positive learning environment is one of the most critical components of a skills-based education, irrespective of the learner's age. Working with low skilled adults makes this more important as they probably experienced educational failure in the past and their emotional response to involving them in education might not be so positive.

Creating a positive learning environment begins with the trainer's self-reflection, continues with planning, and then is ongoing and dynamic during the implementation of the training, therefore the trainer must always be aware of how their participants feel and make the low skilled adults feel emotionally safe, valued and respected, challenged to achieve their learning goals.

This module makes the trainers working with low skilled adults more aware of the importance of the work climate in their training and develop their skills of managing a comfortable training environment for all participants.

Activity 1	
Factors that make a positive learning environment	
Overview	
<p>This activity enables trainers working with low skilled adults to better understand the aspects that make adults feel comfortable in learning environment and how the trainer can use those factors to facilitate learning especially for low skilled adults.</p>	
Objectives	
<ul style="list-style-type: none"> ✓ to develop trainees' skills to create a comfortable learning environment ✓ to develop trainees' awareness of the importance of work climate in adult learning 	
Materials & resources	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input checked="" type="checkbox"/> worksheets in Appendix 1 <input type="checkbox"/> specific resources: 	
Time	Group size
100 minutes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members)
General instructions for trainers coordinating the activity	
<ul style="list-style-type: none"> ✓ be aware of the existence of different perspectives and respect others' opinions ✓ pay particular attention to showing respect for the learner's individuality and experience 	

Description of the training activity - methodology

Exercise 1. Individual work. The trainer asks the participants to read the worksheet in Appendix 1 presenting some theoretical background regarding the key factors that create a comfortable learning environment and to reflect on those factors. The specific task is to mark with “+” the information that they already knew, with “-” the information that is new for them and with “✓” the ideas they want to further analyse and discuss.

Exercise 2. Activity in pairs. The trainer groups the participants in pairs (based on their location in the training room, for instance by asking every other participant to pair with the one in their left). The task for each pair is to create a top of the recommendations from the worksheet in the previous activity, according to their importance for creating a comfortable learning environment when working with low skilled adults. All participants are allowed to ask their pair for more information about the aspects marked with “✓” in the previous activity so they could decide adequately about ranking those aspects in the pairs’ top.

Exercise 3. Group work. The trainer divides the participants into groups of 6 by grouping together 3 pairs from the previous exercise; each pair presents their top 3 factors established in the previous activity. The task for each group is to analyse those factors and to identify at least two detailed strategies to create a positive learning environment in the future training for low skilled adults. The trainer encourages the participants to be specific, realistic and detailed, but to harness their professional expertise into developing those strategies. Each group creates a visual presentation of one of the strategies and designates a person to present it to the group.

Exercise 3. Group discussion. Each group presents their strategies to their colleagues, using the visual aid (for instance on flipchart sheets) and providing as much details and personal examples as needed. The trainer manages the discussion, ensures positive feed-back and encourages the other participants to provide positive and relevant feed-back.

Debriefing and evaluation

The trainer asks the trainees to reflect to the specific solutions the group identified and comment on that, starting a discussion about it.

In the end, a very important aspect is that the trainer asks the participants if any of them still have things they want to discuss more (if any of the aspects they marked with “✓” in the first activity still needs clarifying or additional information).

Suggestions for follow-up activities

The trainer asks for the trainees to reflect on the strategies they developed for creating a positive learning environment for low skilled adults and to select the one that he thinks could have the best results for him. Each participant should be prepared to share their thoughts on the next meeting

Establish a supportive learning culture	<p>Each member of the learning community should have the feeling of connectedness. They must feel that they are contributing to the overall environment while being a bigger and important part of a supportive learning culture.</p> <p>For this, a proper support system or mentorship program should be developed that would provide them the required assistance whenever needed. The idea can also be supported by creating online discussion forums or other forms of online education business where learners can gather and discuss various topics.</p> <p>Learners can use these platforms to provide support to fellow members, to address concerns, and to express their ideas and opinions about some topic. Nevertheless, the modern learning platforms offer online training course and ongoing education through resources that can be accessed and used by the learners on their own time.</p>
Address Adults' Needs	<p>Adults have some psychological needs for order and security, love and belonging, competence and personal power, novelty and freedom and even fun. It is important to meet these needs at all times and to help adults progress and be taught with a positive attitude.</p> <p>Any learning environment, where instructors accommodate these intrinsic needs, adults tend to be happier and more engaging. There are less behavioural incidences than otherwise and this fulfilling learning atmosphere help adults in developing the right learning attitude while establishing positive relationships with peers.</p>
Keep it Positive	<p>Adults with low skills respond far better to praise than punitive measures. Appreciation is the key to motivation, unlike humiliation, which is highly discouraging. Adults appreciate the freedom to express their opinions; similarly, the opinions of their peers also play a crucial role in defining their learning attitude.</p> <p>That is exactly why actions like harassment or teasing are the number one cause for learners to drop out from the course. It is important to express opinions, it is also vital to remain positive rather than assault.</p> <p>However, the best way to cut down this negative behaviour, in a professional learning environment, is to start correcting the behaviour without highlighting the names of the ones making mistakes.</p>
Provide Feedback	<p>Feedback is the great way to connect with adult learners, to facilitate training and to set learning efforts in the right direction. Feedback is vital for adults as it helps them in tracking their progress and in changing their learning strategy accordingly. It helps them recognize their weak areas while improving the developed skills.</p> <p>A feed-back informs the adult learners where they are missing the mark and what is needed to be done. A feed-back is not only a key to motivate the learner but this timely and consistent feedback ensures an interactive learning environment. It keeps learners involved and allows them to keep going while mounting a feeling of purpose and belonging.</p>

⁴ from <https://raccoongang.com/blog/what-makes-good-learning-environment/>

Celebrate Success	<p>In addition to feedback and appreciation, another way to establish a positive and effective learning environment is to celebrate the adults' success. This could be anything from a shout out to a big reward. When adults' achievements are recognized and shared by the instructors with other adults, it creates a sense of achievement and fosters healthy learning behaviour.</p> <p>Instructors can easily take out some time on a weekly basis to recognize each adult for any of the specific accomplishment. This could also be done in the form of group activities or collective assignments or projects. In addition to the celebration, it is also important to discuss the processes or strategies used by the adult to achieve the objective. This will also act as a guide for others to use the same learning strategy and to improve their performance in the same manner.</p>
Safety	<p>A good learning environment offers a safe place for learners. Before you can expect learners to succeed academically, they should also feel safe both mentally and physically. While most of the institution take physical safety measures, not many institutions consider the mental safety of the learners.</p> <p>Safety in a learning environment goes beyond physical well-being. In order to maintain a safe learning environment, learners must feel supported, welcomed, and respected.</p> <p>Building a positive learning environment is more about maintaining a healthy culture where the expectations are well communicated and learners are fully aware of the code of conduct.</p>
Employ Interactive Games and Activities	<p>An effective learning is the one that establishes strong interactions and promotes collaborative learning culture. This means that it is imperative for instructors to maintain positive relationships with the adults while also ensuring healthy association among the adult learners.</p> <p>This can be done by using the best way of encouraging group activities. Introduction of non-competitive games and activities break down the cliques within a learning environment. This also assists the new and shy adults to have a sense of belonging.</p> <p>Such activities promote communication and collaborative working environment and establish cooperative learning structures.</p> <p>There are hundreds of proven group activities and games that can be introduced as adults' activities. These fun activities make adults interested in attending the class and help them learn and progress in a friendlier environment.</p>
The Final Words	<p>When you establish a learning environment, keeping these important factors in mind, it helps in developing a thriving learning culture. A positive learning environment is the one where learners feel involved and responsible for their learning while being comfortable enough to fully participate in group and individual activities.</p> <p>Needless to say, when trainers foster positive learning culture, adult learners are more likely to have the higher motivation that leads to better and more promising learning outcomes.</p>

Activity 2	
Wellbeing in adult learning	
Overview	
<p>This activity is important because trainers working with low skilled adults need to deeply reflect on what is wellbeing in adult learning and how they could create a educational environment in which low skilled adults feel comfortable and really learn.</p>	
Objectives	
<ul style="list-style-type: none"> ✓ to develop trainees' skills to create a comfortable learning environment ✓ to develop trainees' awareness of the importance of work climate in adult learning 	
Materials & resources	
<div> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) </div> <div> <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input type="checkbox"/> digital group devices (computer & projector, speakers etc.) </div> <div> <input checked="" type="checkbox"/> worksheets in Appendix 1 </div> <div> <input type="checkbox"/> specific resources: </div>	
Time	Group size
90 minutes	<div> <input checked="" type="checkbox"/> small groups (5-10 members) </div> <div> <input checked="" type="checkbox"/> medium groups (10-20 members) </div> <div> <input checked="" type="checkbox"/> large groups (20-30 members) </div>
General instructions for trainers coordinating the activity	
<ul style="list-style-type: none"> ✓ be aware of the existence of different perspectives and respect others' opinions ✓ pay particular attention to showing respect for the learner's individuality and experience 	

Description of the training activity - methodology

Exercise 1. Individual activity. The trainer asks the participants to reflect on what characterizes them as adult learner that want to develop their skills in any aspect of their personal or professional life (cycling or driving, project management, personal or institutional financial management etc.). The trainer might assist the participants by asking additional questions such as: “what was like in the last training you attended?”, “how did you feel?”, “was the learning experience comfortable?”, “what was the role of the trainer in the wellbeing of the participants?” etc. After this short moment of reflection, the participants are asked to write on a piece of paper what would they change in their future training for low skilled adults and why.

Exercise 2. Group work. The trainer divides the participants into 5 groups (based on the participants preferences on colours, for instance), keeping the groups relatively equal. The first task is that each participant presents their thoughts from the previous activity and receives feed-back regarding potential improvements in the changes they planned.

Then, the groups are asked to analyse the questions from Appendix 1 and respond to them, but the task is to create a common answer to each question, an answer that all members agree.

Exercise 3. Group work. In the same groups, the participants are asked to create a draft of some specific measures they could take to facilitate the wellbeing of low skilled adults during educational activities. The participants are asked to base their answers on the results of the previous two activities, but also on their personal experience in training the low skilled adults. Each group writes their ideas on a sheet of flipchart paper.

Exercise 4. Group discussion. Each group presents their ideas to their colleagues, and the trainer moderates the discussion and emphasizes on the fact that many solutions might be appropriate, depending the characteristics of the trainees, but also of the trainer; the important fact is that the trainer gives himself the adequate time to reflect on the wellbeing of the group and to find specific ways to facilitate it.

Debriefing and evaluation

The trainer encourages the trainees to reflect on specific methods they analysed in previous group activities and to share their personal examples of good practices in facilitating the wellbeing of low skilled adults.

Suggestions for follow-up activities

The trainer asks the trainees to reflect on the results of the previous activities and the specific ways they can use the results in their work with low skilled adults.

Appendix 1 – list of questions

How can we support the low skilled adults to learn together and facilitate their wellbeing within the learning process?

How can we act as trainers to facilitate equal learning opportunities for low skilled adults and involve them with pleasure in learning activities?

Why do you think that only some of the low skilled adults will learn successfully?

Do you think its possible that all participants in a group can feel comfortable during the adult learning activities?

Do you think that some groups of low skilled adults will feel better during trainings and learn more? What groups and why?

Do you expect some of the low skilled adults to create problems during the learning activities? Who are those adults? Why?

Should those adults that create problems for the group be excluded from the learning activities? By whom? How?

Activity 3 – reviewing at the end of the day

How to create comfortable learning for adults

Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future trainings with low skilled adults.

Objectives

- ✓ to make the participants reflect on the activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future trainings for low skilled adults

Materials & resources

- | | |
|---|---|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.) |
| <input checked="" type="checkbox"/> worksheets in Appendix 1 | |
| <input type="checkbox"/> specific resources: | |

Time

30 minutes

Group size

- ☒ small groups (5-10 members)
- ☒ medium groups (10-20 members)
- ☒ large groups (20-30 members)

General instructions for trainers coordinating the activity

- ✓ be aware of the way participants express their opinions, encourage assertive communication
- ✓ pay particular attention to encouraging the participants to reflect on their achievement

Description of the training activity - methodology

The trainer asks the trainees to reflect on their achievements through this module and fill in the worksheet in Appendix 1. The trainer moderates a short debate based on the answers, emphasizing on the fact that learning environment is mostly dependent on the trainer.

Appendix 1 – worksheet

I take care of my learners' wellbeing through...	
My main way to facilitate a comfortable learning environment is through...	
When working with low skilled adults, I create a positive climate through...	
I manage diversity in my training through...	
In my trainings, I focus on the individual learning needs through...	
In my trainings with low skilled adults, I build positive relations through...	
Ice-breakers are useful with low skilled adults because...	
It's important to establish the rules by collaborating with the participants because...	
I usually alternate individual learning with group activities because...	
I encourage low skilled adults to support each other through...	
In this moment, I know that in my future trainings with low skilled adults I will...	
In this moment, I have more confidence in my...	

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were trainers working with low skilled adults. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, last but not the least, did you learn something today from your trainees? Did you find some specific way to develop your ability to create a comfortable learning environment, some specific way to update your future trainings with low skilled adults?

MODULE 9

Ability to design learning activities that will allow low skilled adults to succeed

It is well known that success is a key factor in motivating someone to continue an activity, therefore having success in learning might be the key to keeping adults involved in training and continuing their education. But ensuring success is more difficult when working with low skilled adults, therefore the trainers need to carefully plan the learning tasks so that all participants can experience success at least in some degrees. Obviously, even low skilled adults have a significant potential of learning, and each of them can successfully solve at least some training tasks and reach at least some learning objectives, but the trainer needs to carefully plan those tasks, to carefully assist low skilled adults in establishing realistic learning objectives and use a methodology that allows them to learn.

This module assists trainers working with low skilled adults in their efforts of developing their skills of planning training activities useful for all participants and that allows each trainee to experience success at least in some of the activities to keep them motivated and involved.

Activity 1

Macro planning a training course

Overview

This activity is important because it offers a methodology for designing educational interventions adaptable to different themes, with the ultimate goal of offering an autonomous development method of learning to the course participants, in accordance with the principles of lifelong learning.

This activity focuses on the macro component in the design of training courses aimed to respond to the needs of low skilled adults.

Objectives

- ✓ to develop trainees' skills of designing educational activities aimed at the success of low skilled adults
- ✓ to develop trainees' skills in macro-planning of the phases of a didactic intervention for the active involvement of the participants

Materials & resources

- | | |
|---|---|
| <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input checked="" type="checkbox"/> digital group devices (computer & projector, speakers etc.) |
| <input checked="" type="checkbox"/> worksheets in Appendix 1, 2 and 3 | |
| <input type="checkbox"/> specific resources: | |

Time

100 minutes

Group size

- ☒ small groups (5-10 members)
- ☒ medium groups (10-20 members)
- ☒ large groups (20-30 members)

General instructions for trainers coordinating the activity

- ✓ be aware of all the various phases that make up the macro-design process
- ✓ pay particular attention to motivating each participant for all the activities, as some of them with more confidence in their training abilities might be less involved in some of the tasks

Description of the training activity - methodology

Exercise 1. Interactive presentation. The trainer shortly presents the theoretical background, focusing on the information in Appendix 1. The trainer encourages all participants to get involved in the presentation and provide some of their expertise for the mutual learning within the group.

Exercise 2. Group work. The trainer divides the participants into groups of 4-5 (depending on the total number of participants). The main task, in each group, is to realize the macro design of a training, according to the template in Appendix 2, focusing on planning a training that respond to the needs of low skilled adults and facilitating their success in learning. Information from the theoretical background is to be taken into consideration and their synthesis remains available for the participants thought this activity (on the screen).

Exercise 3. Group discussion. Each group present their work to their colleagues and the trainer starts a discussion regarding the opportunities for low skilled adults to have success in each designed training.

Debriefing and evaluation

The trainer asks the trainees to reflect on each designed training project and to analyse its potential of facilitating success for low skilled adults using the SWOT methodology and filling the information in Appendix 3.

Suggestions for follow-up activities

The trainer asks for the trainees to reflect on the training they developed and find ways to transform weaknesses into strengths and threats into opportunities; the participants are asked to be prepared to share their thoughts on the next meeting.

Appendix 1 – theoretical framework

For the construction of the training, Paulo Freire's pedagogical approach was taken as a methodological reference point - pedagogy of the oppressed, the aim being to "leave no one behind" and to include people to participate in the reference community.

The purpose of the macro-design is to provide an overall idea of the course to be carried out, on the basis of which to then develop the micro-design phases.

What to think about:

- Target user profiling
- Analysis of the design constraints
- Macro-objectives to be achieved
- Specific topics to cover for them achievement
- Didactic approach
- General evaluation criteria

Design techniques: what is the recipe for involvement?

Keep in mind that the components of engagement are:

- 1) Attraction - which fuels the interest / motivation to attend the training course;
- 2) Interaction - as an opportunity to put theory into practice;
- 3) Experience - to finalize the learning. Active and participatory position of the participants through discussions and reflections and specific activities.

Applicable didactic strategies: brainstorming, case analysis, role playing, gamification, storytelling.

Appendix 2 – worksheet

Training title	
Abstract	
Objectives	
Time	
Structure	
Methodology	
Materials and resources (optional)	Pre-training
	During training
	Post-training

SWOT ANALYSIS

		HELPFUL to achieve the objectives	HARMFUL to achieve the objectives
INTERNAL ORIGIN (attributes of the organization)		strengths	weakness
EXTERNAL ORIGIN (attributes of environment)		opportunities	threats

Activity 2 Micro planning a training course	
Overview <p>This activity is important because it offers a methodology for designing educational interventions adaptable to different themes, with the ultimate goal of offering an autonomous development method of learning to the course participants, in accordance with the principles of lifelong learning.</p> <p>This activity focuses on the micro component in the design of activities of the training courses aimed to respond to the needs of low skilled adults.</p>	
Objectives <ul style="list-style-type: none"> ✓ to develop trainees' skills of designing educational activities aimed at the success of low skilled adults ✓ to develop trainees' skills to design the details of the phases of an educational intervention for the active involvement of the participants 	
Materials & resources <div> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) </div> <div> <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input checked="" type="checkbox"/> digital group devices (computer & projector, speakers etc.) </div> <input checked="" type="checkbox"/> worksheets in Appendix 1, 2 and 3 <input type="checkbox"/> specific resources:	
Time 90 minutes	Group size <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members)
General instructions for trainers coordinating the activity <ul style="list-style-type: none"> ✓ be aware of various phases that make up the micro-design process ✓ pay particular attention to motivating each participant for all the activities, as some of them with more confidence in their training abilities might be less involved in some of the tasks 	

Description of the training activity - methodology

Exercise 1. Interactive presentation. The trainer shortly presents the theoretical background, focusing on the information in Appendix 1. The trainer encourages all participants to get involved in the presentation and provide some of their expertise for the mutual learning within the group.

Exercise 2. Group work. The trainer divides the participants into groups of 4-5 (depending on the total number of participants). The main task, in each group, is to realize the micro design of a training, according to the template in Appendix 2, focusing on planning a training that respond to the needs of low skilled adults and facilitating their success in learning. Information from the theoretical background is to be taken into consideration and their synthesis remains available for the participants thought this activity (on the screen).

Exercise 3. Group discussion. Each group present their work to their colleagues and the trainer starts a discussion regarding the opportunities for low skilled adults to have success in each designed training.

Debriefing and evaluation

The trainer asks the trainees to reflect on each designed training project and to analyse its potential of facilitating success for low skilled adults using the SWOT methodology and filling the information in Appendix 3.

Suggestions for follow-up activities

The trainer asks for the trainees to reflect on the training they developed and find ways to transform weaknesses into strengths and threats into opportunities; the participants are asked to be prepared to share their thoughts on the next meeting.

Appendix 1 – theoretical framework

For the construction of the training, Paulo Freire's pedagogical approach was taken as a methodological reference point - pedagogy of the oppressed, the aim being to "leave no one behind" and to include people to participate in the reference community.

The didactic micro-design represents the most complex phase of the entire design process.

It is useful to divide it into two phases:

- Didactic micro-design
- Micro-design of contents and activities.

How to create the activities? - The activities are closely linked to the contents and must allow for better learning. They can be individual or group. They can be done before or after the content is exposed.

Where to start? Based on the form completed in the previous activity - macro-design, fill in the micro-design form taking into account the following aspects:

- List all the topics you would like to cover, through the use of post-its.
- Give order to the ideas, identify the main and secondary topics, those to be treated before and to be treated later.
- Define the number of parts of the course and the indicative duration of each (between theory and practice).
- For each part, define a didactic sub-objective to be reached and a topic to be treated.

Appendix 2 – worksheet

Training title				
Training session	Content	Activity	Time	Start and end time

SWOT ANALYSIS

		HELPFUL to achieve the objectives	HARMFUL to achieve the objectives
INTERNAL ORIGIN (attributes of the organization)		strengths	weakness
EXTERNAL ORIGIN (attributes of environment)		opportunities	threats

Activity 3 – reviewing at the end of the day

Evaluation and self-evaluation

Overview

This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future trainings with low skilled adults.

Objectives

- ✓ to make the participants reflect on the activities and the individual and group achievements
- ✓ to make the participants reflect on new strategies, tools and resources they can use in their future trainings for low skilled adults

Materials & resources

- | | |
|---|---|
| <input type="checkbox"/> individual writing tools (paper, pencils, pen etc.) | <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) |
| <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) | <input type="checkbox"/> digital group devices (computer & projector, speakers etc.) |
| <input type="checkbox"/> worksheets | |
| <input type="checkbox"/> specific resources: | |

Time

30 minutes

Group size

- ☒ small groups (5-10 members)
- ☒ medium groups (10-20 members)
- ☒ large groups (20-30 members)

General instructions for trainers coordinating the activity

- ✓ be aware of final balance between expectations and knowledge learned
- ✓ pay particular attention to emphasizing to the participants to carefully evaluate the strengths and weaknesses / risks and opportunities of the planned training course

Description of the training activity - methodology

The trainer asks the trainees to reflect on the design of a training that facilitates success for the low skilled adults and to create a list of indicators to evaluate this characteristic. The trainer writes the indicators on flipchart sheets and discuss them with the participants.

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were trainers working with low skilled adults. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, last but not the least, did you learn something today from your trainees? Did you find some specific way to develop your ability of designing activities that allow low skilled adults to have success in learning? Can you use something from your trainees' expertise in your future trainings?

MODULE 10

Ability to provide positive relevant feed-back for each learner, especially the low skilled adults

Whether we express or receive it, well-formulated feedback offers an opportunity to better identify one's own needs, for example in a particular work environment, and at the same time to create an improvement in that regard. Regarding job opportunities and the world of career, giving and receiving feedback might help to enhance your competences and thereby to develop new professional prospects.

In this module, methods are practiced helping to learn a constructive approach towards understanding the other and to recognise and clearly formulate one's own wishes and needs within different situations. This way the participants get access to the recognition of different values and learn how to communicate even within fundamentally different systems of values.

Activity 1	
Observation or interpretation?	
Overview	
<p>This activity uses reflecting on ones' own perception to assist trainers working with low skilled adults into developing their empathy and tolerance towards other peoples' needs, therefore becoming more capable of providing positive relevant feed-back.</p>	
Objectives	
<ul style="list-style-type: none"> ✓ to develop trainees' abilities to provide positive feed-back during trainings ✓ to develop trainees' awareness of different interpretations for the same situation 	
Materials & resources	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input checked="" type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input checked="" type="checkbox"/> worksheets in Appendix 1, 2 and 3 <input type="checkbox"/> specific resources: 	<ul style="list-style-type: none"> <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) <input checked="" type="checkbox"/> digital group devices (computer & projector, speakers etc.)
Time	Group size
100 minutes	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members)
General instructions for trainers coordinating the activity	
<ul style="list-style-type: none"> ✓ be aware of your own opinions and don't let them interfere with the activities ✓ pay particular attention not to evaluate participants' opinions, but let them discuss and decide 	

Description of the training activity - methodology

Exercise 1. The trainer presents the definitions of observation and interpretation from Appendix 1, either by providing each participant with the printed worksheet or using a digital presentation. The participants are asked to shortly reflect on both definitions.

Exercise 2. Activity in pairs. The trainer groups the participants in pairs (based on their location in the training room, for instance by asking every other participant to pair with the one in their left). The first task of each pair is to choose what definition to discuss. Then the trainer asks each pair to analyse the definition in order to better understand it. The trainer might use the questions (or at least some of them) in Appendix 2 to facilitate the discussions. In the end, the trainer asks each pair to present their conclusions to the group and facilitates the discussions by providing each pair with positive feed-back and encouraging the participants to do the same thing.

Exercise 3. Group work. The trainer divides the participants into groups of 4-5 (depending on the total number of participants) and gives them the list of sentences in Appendix 3 (either printed or projected on a big screen). The task in each group is to choose 3 sentences to discuss and answer two questions: “what are the possible observation elements and interpretation elements in that statement?” and “can the statement be used as feedback? If not, how does it need to be formulated to be used as feed-back?”.

Exercise 4. Group discussion. The trainer asks for each group to present their conclusions to their colleagues, focusing the discussion on the specific ways to formulate positive feed-back and encouraging the participants to share their expertise in this area and provide good practice examples from their previous activities.

Debriefing and evaluation

The trainer asks the participants to answer some specific questions and moderates the discussion. Some questions he might ask the participants are: “do you usually give constructive, fruitful feed-back?”, “what less helpful feed-back have you gotten lately and why do you think it was not an eye-opener?”, “when was the last time you got helpful feed-back and why do you think it was supportive for you?”, “is the ability to give good feed-back important to you?”, “how do you cope with different ways of thinking within a discussion?”.

Suggestions for follow-up activities

The trainer recommends the trainees to analyse some video materials and to reflect on that.

www.youtube.com/watch?v=jRnsF_L9atU

www.youtube.com/watch?v=RfXmQuukGTU

Appendix 1 – theoretical framework

Observation is:

- ❑ a “detailed examination of phenomena prior to analysis, diagnosis, or interpretation” (www.thefreedictionary.com/observation)
- ❑ “an act of recognizing and noting a fact or occurrence often involving measurement with instruments” (www.merriam-webster.com/dictionary/observation)
- ❑ a non-judgmental statement which is based on at least one of the five human senses.

Interpretation:

- ❑ connects sensory impressions with a valuation and thereby creates a conclusion of what has been observed.
- ❑ is an explanation or conceptualization of i.e. a text, statement or situation.
- ❑ allows making sense out of a phenomenon or situation as direct consequence of an observation.

Appendix 2 – questions to answer about definitions

- ☐ Why did you choose this definition?
- ☐ Do you agree with the definition? If not, what would you change about it?
- ☐ Explain, how the definition you discussed upon can be understood, using an experience as example.
- ☐ Can you give a definition of an observation / interpretation in your own words?
- ☐ How can you distinguish observation and interpretation from each other (given only the definition of one of them)?
- ☐ Where lay the difficulties of a differentiation between observation and interpretation in your opinion?
- ☐ How can you overcome these difficulties?

Appendix 3 – statements to be analysed⁵

- ☐ “I’m really confused over what you just said about my work.”
- ☐ “Now I don’t want you to get upset about what I’m going to say, but....”
- ☐ “When you interrupt me like that, it makes me want to stop talking to you”.
- ☐ “It really doesn’t matter to me, but a lot of people would really be upset with what you just did.”
- ☐ “You’re really overreacting to what I just said.”
- ☐ “Your problem is that you just don’t like yourself”
- ☐ “I have some feedback for you, and I’ve got to give it to you for your own good.”
- ☐ “You continue to talk so softly, even after I’ve said I have trouble hearing you. By that I get frustrated and want to end the conversation.”
- ☐ “You’ve just offended every person in this group.”
- ☐ “You appear to be frowning, and I’m confused about what just happened.”
- ☐ “From the way you needle people, you must have a need to get even with the world”.
- ☐ “I could work with you more easily if you had a better sense of humour.”.
- ☐ “Why do you do things like that?”
- ☐ “Do you understand what I mean when I say you’re sending me a double message?”
- ☐ “Charlie, how does it make you feel when Tom keeps coming late to meetings?”
- ☐ “I’m going to be open with you, level with you: I think you’re a fathead.”
- ☐ “I wish you’d stop trying to run things around here.”
- ☐ “How do you think it makes me feel when you say things like that?”
- ☐ “That kind of adolescent behaviour won’t get you anywhere around here”.
- ☐ “And another thing. I’m sick and tired of you calling me “Honey”.

⁵from www.trainingcoursematerial.com/free-games-activities/communication-skills-activities/feedback-practice

Activity 2
Giving feed-back

Description of the training activity - methodology

Exercise 1. Interactive presentation. The trainer presents the rules of positive and effective feed-back (Appendix 1) and discuss them with the participants, focusing especially on good practice examples from their previous expertise.

Exercise 2. Individual activity. The trainer asks the participants to think about a specific situation in which they received feedback that made them feel uncomfortable and reflect on how this feed-back should have been expressed (considering the previously discussed rules of feed-back).

Exercise 3. Group discussion. The trainer asks some of the participants to share their ideas and moderates a debate that focuses on exchanging good practices in respecting the rules of feed-back.

Debriefing and evaluation

The trainer asks the participants to answer some specific questions and moderates the discussion. Some questions he might ask the participants are: “what do you see and hear in the other person’s behaviour that tells you something isn’t good enough?”, “after changes are made, how can you evaluate that these changes contribute to improving the situation?”, “what do you need to see and hear to indicate that the person has made a change?”, “what differences do you see between giving feedback in real life and giving feed-back to low skilled adults in your trainings?” etc.

Suggestions for follow-up activities

The trainer recommends the trainees to analyse some video materials and to reflect on that.
www.youtube.com/watch?v=wtl5UrrgU8c
www.youtube.com/watch?v=jhtwqK3iOV8

1. Provide evidence and be specific

Critical feedback should be accompanied by meaningful evidence of what went wrong. It is important to be specific: vagueness creates questions whilst specificity provides answers.

These following feedbacks are not specific enough:

- ☐ you are not confident enough in meetings.
- ☐ you should show more initiative.
- ☐ don't be so submissive with your colleagues.
- ☐ you need to become a better team leader.

2. Give the feedback “in a sandwich”

Especially difficult feedback is often retrieved better if you can tell the person good things that you want them to hear, too. It can be good to “start with something positive, move on to the more negative comments, and then wrap up by talking about something else they are doing well.” While doing this, be aware to not use the word “but” since it might make the person forget the good feedback you gave before.

3. Behavioural change – not personality change

Since statements that refer to one's personality are generally judgements, they are probably not eye-openers. At work you will want to cause a change of behaviour with your feedback, rather than a change of personality. If you want to give feedback on someone's identity, find specific examples of their behaviour that you can make the feedback about instead.

Activity 3 – reviewing at the end of the day	
Snowball revision	
Overview	
<p>This activity is used to briefly go over what happened in the training sessions, final conclusions for the day and eventually suggestions for activities that the trainees can use in their future trainings with low skilled adults.</p>	
Objectives	
<ul style="list-style-type: none"> ✓ to make the participants reflect on the activities and the individual and group achievements ✓ to make the participants reflect on new strategies, tools and resources they can use in their future trainings for low skilled adults 	
Materials & resources	
<div> <input checked="" type="checkbox"/> individual writing tools (paper, pencils, pen etc.) <input type="checkbox"/> digital individual devices (smartphone, tablet, laptop etc.) </div> <div> <input type="checkbox"/> group writing tools (flipchart, markers, blackboard etc.) <input type="checkbox"/> digital group devices (computer & projector, speakers etc.) </div> <div> <input type="checkbox"/> worksheets </div> <div> <input type="checkbox"/> specific resources: </div>	
Time	Group size
30 minutes	<div> <input checked="" type="checkbox"/> small groups (5-10 members) <input checked="" type="checkbox"/> medium groups (10-20 members) <input checked="" type="checkbox"/> large groups (20-30 members) </div>
General instructions for trainers coordinating the activity	
<ul style="list-style-type: none"> ✓ be aware of the emotional reactions of each participant, avoid making them feel uncomfortable or having other negative emotions ✓ pay particular attention to each participant respecting the rules of feed-back when discussing others' opinions 	

Description of the training activity - methodology

The trainer asks a simple question such as “why is positive feed-back particularly important for low skilled adults?” and asks the participants to shortly reflect and write their answer on a small sheet of paper. Then the trainer asks each participant to crumple their paper into a snowball and start a “snowball fight” with participants throwing their “snowballs” for one to another. After some 30 seconds, the trainer asks each participant to read the paper that they now have and to reflect on the answer presented there.

Some of the participants are asked to read the answers to the other participants, without knowing who answered that, and comment on that respecting the rules of feed-back.

Reflection for trainers

When you have some time, reflect on the way you delivered this training session and its results. What went well? What can you improve?

We kindly ask you to reflect on your activity today. If you were a trainee today, what would you have liked? What would you change?

Keep in mind that your trainees today were trainers working with low skilled adults. What skills or competencies did they develop today? What specific things can they value from your expertise as a trainer after this activity?

And, last but not the least, did you learn something today from your trainees? Did you find some specific way to develop your ability of providing positive feed-back to low skilled adults? Can you use something from your trainees’ expertise in your future trainings?