



Learning to Learn Tool Kit

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Introduction

Introduction

Technological and social changes in all areas of human activities have forced the majority of adults to participate in continuous learning actions. Lifelong learning is important today and will be even more important in the future, for the implementation of goals and the provision of long term strategies and other programme documents (Lisbon strategy (2000), Bologna (1999) and Copenhagen (2002) processes) that regulate the role of education, increase employability and strengthen the intellectual potential of society within the European Union.

The implementation of regulations raises new requirements regarding adult teaching and learning. Therefore, to ensure the quality of adult learning Member States need to invest and design updated teaching methods and learning materials, in order to establish new means of development for upgrading qualifications and skills.

In this context, the learning to learn competence of adults becomes one of the most important basic competencies, which ensures the effective development of other key competencies. The importance of the learning to learn competence is stressed in many UNESCO, European Commission and Council of Europe documents.

The UNESCO conference on adult education - CONFINTEA in 1997 - adopted the “*Agenda for the future*” and encouraged developing

strategies which “*provide opportunities for people to apply their own experience and knowledge while making diagnoses and choosing possible lines of action*”.

The Memorandum on Lifelong Learning (2001) stresses the importance of learning to learn and the ability to use the abundance of information that is presently available. Learning to learn is recognized as part of active learning along with motivation and the ability to make decisions. The necessity to develop the learning to learn competence is stressed in the Commission’s 2006 Communication: ***Adult Learning: It is never too late to learn.***

Contemporary challenges raise great demands for adult learners: learning to learn or developing learning to learn abilities in order to learn faster and more efficiently, using the newest learning methods, acquiring new skills shaping attitudes, effectively applying innovation in practice and taking responsibility for the learning results.

Strategic documents describe learning to learn competence as one of the most important, but in practical terms it is not as widely discussed as literacy, learning of foreign languages or ICT. There are very few projects that focus the learning to learn competence - SKILLS, L2L and several others. The Grundtvig partnership project: ***Development and recognition of key competences in disadvantaged groups*** (2010/2012 Project number 2010-1-IT2-GRU06-13864 4 in

which the Lithuanian Association of Adult Education and Stephanstift Zentrum fuer Erwachsenenbildung were partners) found that *“learning to learn competence is very low in all disadvantaged groups (disabled people, women, seniors, dropouts, immigrants, unemployed, etc.). Despite being one of the most important it is the less known and understood. Very often it is hard for people to really understand what it is since they have never heard about it and so it is a completely new concept; even the formal education system does not refer to it, at least not in an explicit way”*.

Therefore, adult returners (former dropouts) and teachers working with this target-group were selected as the main target-groups for the ***Learn to Learn for Adult Returners*** Project. The group is characterized as having educational below the secondary level; lack of learning to learn skills; lack of flexibility to address the challenges of globalization; lack of self-confidence and motivation; lack of guidance systems; lack of ***second chances*** offered by society; lack of opportunities to work in skilled positions; lack of attitude in active participation; lack of options to continue their studies.

Thus, teachers working with these groups can develop a better understanding towards the problems adult returners have with learning skills and find ways of developing learning to learn competence while teaching their subjects.

As a result, the following Tool-kit is a contribution to solving the problems mentioned, while increasing the effectiveness of adult teaching and learning.

Tool Kit Layout

The methods in this tool kit were applied to adult returners, regardless of differences in learning style and qualifications, and as such have been designed with an inclusive spirit and a structure supporting universal design for learning and learning to learn competence. Each method consists of activities designed to help adult learners think and become aware of the importance of learning to learn. In addition, these methods are not loaded with instructional methodology or specific teaching strategies, since it is the instructor who knows his/her audience best, and what might work well for one group may clearly not work well for another. As a facilitator, you are encouraged to modify these activities in any way that better meets the needs and interests of your particular group. All methods are structured as follows:

Goal: The basic purpose of the activity - plain and simple - intended to be a brief description for the instructor.

Resources: List of suggested materials.


Duration: A suggested time frame is offered for planning purposes. Of course, as methodologies are altered or modified for various reasons, times may invariably change.

Step by Step: Step by Step instructions are offered, but you are encouraged to adapt or modify these methods to better interact with your particular audience, as these

activities offer an opportunity to tackle some difficult issues and conversations.

Reflection/Evaluation: Reflects the outcome of the method applied and can be used as a guide to engage participants in thoughtful conversation. The goal is to encourage independent ideas and reasoning.

Remarks/Recommendations: Provide suggestions and support for method implementation and planning purposes.

Each learn to learn sub-competence is divided by a yellow separator  and within each yellow separator are different coloured separators which reflect the method applied/elaborated by the following partners:

-  **Estonia:** Eesti Vabariidusliit
-  **Germany:** Stephansstift Berufsbildungszentrum in cooperation with Zentrum für Erwachsenenbildung
-  **Italy:** ARACNE associazione di promozione sociale
-  **Netherlands:** Stichting Participatie in Diversiteit (PiD)
-  **Lithuania:** Marijampolė Adult Education Centre (Lithuanian Association of Adult Education Partner)
-  **Portugal:** Epralima_Vocational Training School
-  **Sweden:** Stitelsen Litorina folkhögskola i Karlskrona

Learning to Learn

Definition

Learning to learn is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence (2006/962/EC).

Sub-competences of Learning to Learn Competence (Vilija Lukošūnienė 2014)

- Understanding the Importance of Learning to Learn (L2L) Competence
- Motivation and Self-esteem
- Time Management
- Organizing Information
- Team Work
- Reflection of Former Learning Experience



SUB-COMPETENCE 1

Understanding the Importance of L2L Competence

This competence consists of knowledge about L2L, attitudes towards L2L, awareness of abilities and skills comprising L2L, understanding of importance of L2L.

Objectives

- To plan learning activities.
- To assess learning and to use findings in future learning.
- To search, proceed, save and reproduce information effectively.
- To work individually and in groups.
- To acquire, memorize and realize new knowledge and skills.
- To find and to use help (guidance).
- To use learning and life experience.
- To use achieved knowledge and skills in other situations.
- To have inner motivation towards learning and to be self-confident.



Method 1

Our Goals, Promises, Fears

Method 1

Our Goals, Promises, Fears

Goal

- To think and reflect on learning and plan ahead.

Resources

- Pen
- Different colour post-it notes (at least 3/student).

Group Size

- Undefined

Duration

- 20 minutes

Step by Step

1. At the beginning of a course/lesson ask students to write down and share their goals, promises and fears connected to the course/lesson they are attending, in order to think about *learning* and therefore plan ahead.
2. Give each student the same coloured post-it note and ask them to write down their goals regarding that particular course/lesson: what they expect to get out of it: knowledge or ability to put knowledge into practice. (**Note:** Inform students that their fellow colleagues will be able to read their note later, but since they are not required to write their name it will be anonymous.)

3. Give each student another post-it note, but this time with a different colour, and ask them to write down their promises in order to achieve these goals: things they are prepared to do to get the desired results.
4. Give each student another coloured post-it note, and this time ask the students to write down their fears and worries regarding the course/lesson.
5. Finally ask the students to stick their notes on the wall: all the goals in one place, all the promises in another and all the fears/worries in yet another.
6. Give the students time to go around and read what their colleagues have written. The trainer should do the same.
7. Have a reflective discussion about what the students have read. What do they have in common with each other?
8. Finally ask the students to remove and place their three post-it notes in a visible place (e.g. on a notebook cover) where they can review them from time to time.

Reflection/Evaluation

Generally students find this task useful, because it gives them a chance to properly think about the three topics:

goals, promises and fears/worries. Since students don't normally reflect on these topics, they recognize the importance of sharing and become reassured by discovering that many of their colleagues also share the same fears/worries.

Remarks/Recommendations

Before giving the students the task make sure that the post-it notes stick to the wall. The notes should be quite big so that the students have enough space to write. Ask the students to write clearly and use legible handwriting so that their colleagues are able to read what they have written. It might also be necessary to give a few examples of goals/promises/ fears to help the students understand what's expected of them.



Method 2 Mentoring

Method 2

Mentoring

Goal

To teach young adult learners to become mentors, in order to help overcome problems and conflicts.

Resources

- Lesson curricula for coaching young adults to be mentors;
- 4 coaching lessons;
- Good knowledge of participants to match mentor and student.

Group Size

- 6 young adult learners
- 6 first year students

Duration

- 90 min./ coaching lesson
- mentoring: as long as required

Step by Step

1. 4 lessons of coaching directed at mentoring for the young adult learners:
 - Getting to know one another.
 - What does it mean to be a mentor?
 - What abilities do I already have and what abilities would I like to have to be a mentor?
 - Teaching abilities like listening and awareness skills, strategies for problem solving, conflict management, assertiveness, etc.

2. Meeting of mentor and student

- Tour of the grounds
- Sharing meals
- Answering all questions about the apprenticeship course
- Helping/mentoring: during the student's first year.

Reflection/Evaluation

Mentor learns to take responsibility through the *mentor position* and gets to know him/herself in a new way: learns new self-perspectives and gains new abilities. Due to this experience confidence is strengthened and problem solving skills are expanded.

Individual experiences appreciation from others (Coach and student), who chose him/her to be a mentor.

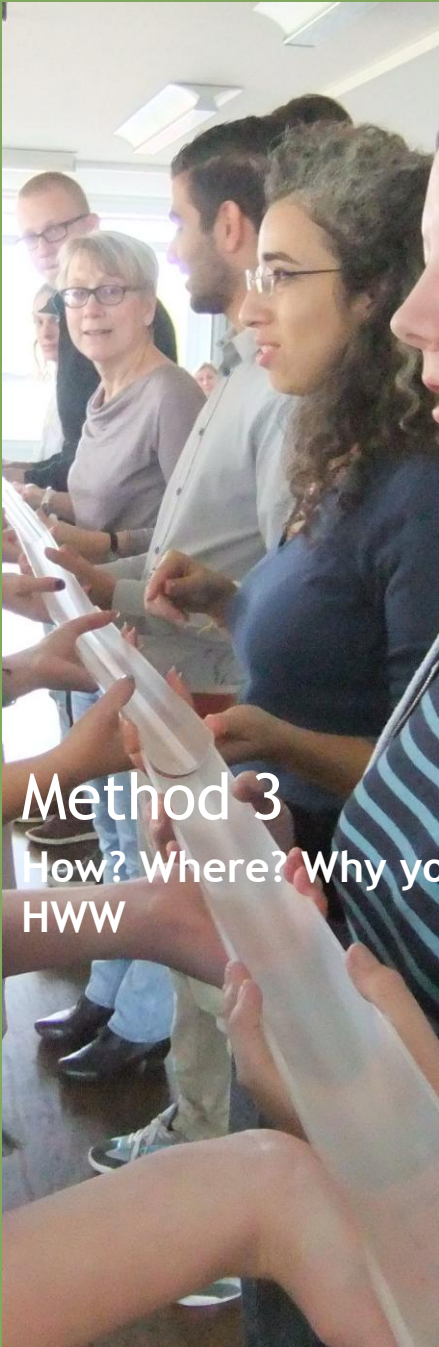
Remarks/Recommendations

Matching of the mentor-student should to be chosen carefully: temperament and character (corresponding profiles).

Mentors should not be overstrained by their task.

Some conflicts/problems cannot be solved by the mentor, and must be brought before an experienced counsellor.

The mentoring process should be supervised through regular sessions by the Coach to ensure that all processes are going well.



Method 3

How? Where? Why you Learn?
HWW

Method 3

How? Where? Why you learn? HWW

Goal

To help adult learners develop attitudes and abilities regarding the L2L competence.

General Objectives

- To plan learning activities and increase motivation towards learning and self-confidence;
- To know how to work individually and in group;
- To be able to use knowledge and life experiences.

(Human) Resources needed

- 5 teachers
- 8 students

Group size

- 8 Adult Learners

Duration

- 5 to 6 months.

Method

To increase the knowledge of the L2L competence and learn to manage the competence as a strategy that can be applied everywhere and at any time, by consolidating the motivation to use it.

Step by step

1. First ask the adult learners to answer a questionnaire on L2L and apply the same questionnaire several times during a 6 month period.

2. Teachers should provide information on this competence, with the intent of starting a reflection about Life Long Learning.

Reflection/Evaluation

The method HWW produced a reflection on Life Long Learning linked with the experience of rational school learning. The changes in opinion become evident due to the progressively different answers given to the same questionnaire. Students became aware of how to study autonomously and learn from suitable methods: from the media, from personal experience and from the relationship with others.

Remarks/Recommendations

HWW involved 8 prisoners attending the School for Adults (IDA)/S.M.S. "G. Diano" Pozzuoli (NA Italy) in the Women's Prison in Pozzuoli (NA- Italy)

The Adult Education Course carried out several activities with the application of this method.

The former didactic wealth, the multiplicity of the experiences, input, goals and results are described in the "*Bigliettone da visita*" (Big visiting card) that shows all the history of the adults teaching in the Pozzuoli prison.



Method 4

What Learning Means to Me

Method 4

What Learning Means to Me

Goal

To help learners reflect on their individual way of learning.

Resources

- Pencil
- Post-it Stickers

Group Size

- 8 to 14 adult learners

Duration

- 40 min.

Step by step

1. Give each participant 2 post-it stickers.
2. On one post-it write what you like about learning and on the other what you find difficult or annoying about learning?
3. Now place the 2 post-it stickers together to create 2 flaps with subsequent statements: good and bad aspects about learning. Discuss shortly with the groups.
4. Give the learners the form below and give them some time to fill it out individually (S-strengths and W-weaknesses: knowledge, skills and attitudes) and then collect the forms. Elaborate a report based on the results from these forms.

My Knowledge		My Skills		My Behaviour	
S	W	S	W	S	W

5. Discuss the following questions with each other:
 - What would you like to do better when it comes to learning?
 - What obstacles must you face? What can hinder you?
 - How would you handle this?
 - What can you do to reduce those obstacles?
6. Elaborate a brief summary of the group discussion for the report, by filling in the following grid:

Learning needs and potential obstacles	
I want...	Yes, but...
What do I already try to adapt this learning style?	What can I do to overcome obstacles to learn?

I should be able to access, to understand, process and to assimilate the new knowledge and skills. I must insist to learn, to concentrate for extended periods and to reflect critically on the meaning and purpose of learning.

- Am I able to take time off for independent learning and self-discipline?
- Am I able to work as part of a learning process, to benefit from a mixed group of students, and to share what we have learned?
- Am I able to organize my own learning and evaluate my work?
- Am I able to seek advice, information, and support when needed?

Notes: Learning is important at every stage of your life - learning is a lifelong process. Knowledge today is changing rapidly. It is said that it is no longer important to have knowledge, it is important to have access to knowledge, to collect, process and assimilate knowledge, and especially to share knowledge with others.

Reflection/Evaluation

The first part of the exercise is easy to implement, while the second part is more abstract and needs more explanation, because in this activity the learner identifies his/her ability to learn, while assessing learning styles and needs.

Remarks/Recommendations

We recommend saving the outcomes of these exercises and using these at a later stage to give more feedback. It is also good to elaborate a report so that participants get an overview of the learning process involved in this learning lab.

Method 5

Know How to Learn



Method 5

Know How to Learn

Goal

To assist adult learners in thinking about how they learn, and evaluate their learning competencies.

Resources

- Flip-chart stand
- Markers
- Pens and pencils
- 4 large sheets of paper with the following texts:
 - 1) *Learn under encouragement. Take learning as an obligation.*
 - 2) *Learn willingly, sometimes taking advice. Realize the importance of learning.*
 - 3) *Learn independently, self-reliantly. Aware of the significance of learning.*
 - 4) *Look for new learning opportunities. Involve others into the learning process.*

Group Size

- Classroom/ auditorium capacity

Duration

60-65 min.

- Brain storm - 5 min.
- 2 - 4 steps - 5 min.
- Team work - 30 min.
- Presentation of group results (depends on the group size)
- Summing-up - 5 min.

Step by Step

1. Ask the adult learners to think about the topic: *Know how to learn*.
2. Gather all ideas on *Know how to learn* by using brain storm techniques, and write the ideas on the flip-chart paper.
3. Give learners several minutes to think about the information.
4. Use large sheets of paper with captions in steps: 1,2,3,4 (as in the example) and place these on the classroom floor.
5. Ask the students to stand up on the step that corresponds to their learning to learn competence.
6. Divide the participants into groups according to the step chosen and familiarize them with the following task:
 - Think why you have chosen this particular step.
 - Name your values, attitudes and abilities.
 - Discuss any actions that can to be taken to acquire more *learning to learn* competences.
 - Write the learners' ideas on the flip-chart paper sheets and get ready to present these to the other participants.
7. Presentation of each groups' results (duration depends on the number of groups).

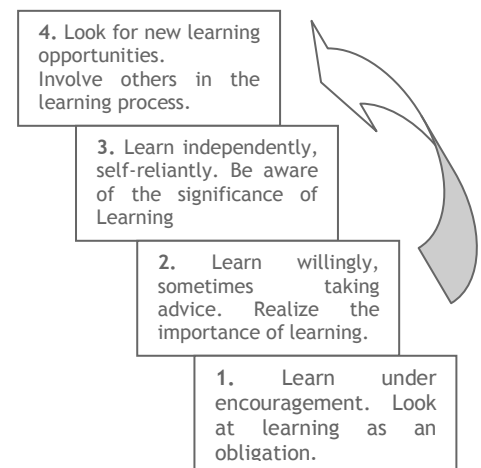
Reflection/Evaluation

Summing-up:

- The symbol of steps allows individuals to see where they are today and how many steps they need to master.
- In order to be able to learn individually - lifelong - individuals must learn to learn, therefore it is important to be able to reflect on personal learning (slide show may be used);
- know yourself as a learner;
- recognize individual needs;
- set objectives;
- schedule learning activities;
- relate existing knowledge with the new knowledge;
- anticipate by putting it into practice;
- know different learning strategies used to help achieve personal learning objectives, such as know how to keep attentive, find information, compensate shortage of certain abilities, etc.

- Before starting to learn new things find out about others' experiences;
- Discuss newly acquired experiences and knowledge with others;
- Try different learning strategies and methods to see what suits you the best;
- Experience success.

Example of learning to learn competence steps



Remarks/Recommendations

Advise learners of who/what can help them to learn

- Talk to teachers and friends about significance of learning objectives;
- Learn to set individual learning objectives and discuss these with others;
- Discuss personal activity plans with others;



Method 6

LEARNING = Action + Interaction + Thinking

Method 6

LEARNING = Action + Interaction + Thinking

Goal

To design and test a methodology that guides and supports adult learners through their own learning process.

Resources

- Pedagogic kit
- Room
- Computers
- Internet
- Video projector
- Board
- Pencils
- paper

Group Size

- 8 to 10 Adults Learners

Duration

- 25 h/ module

Step by Step

1. Understand myself as a learner

Work self-image and perceptions by answering the following questions:

- Who is the happiest person I know?
- How do I see myself and Why?
- What can I learn with experience?
- How can I transform this experience into something useful for me?

2. Discuss the answers with the group.

3. Supervise the action/ Locus of control

- Who is in charge?
- Is it inside or outside me?

Associations

- Have I seen or done anything like this before?

4. Evaluate the risks

5. Evaluate the efficacy to improve

6. Make decisions based on personal evaluation

7. Resources and network

- Multimedia tools

8. Organization

- Work techniques (how to take notes, make chronograms, timetables...)

9. Team work

- We learn alone but never without others (Identify the different actors and how they can help)

10. Autonomy

- The freedom of the action
- Management and control regarding learning
- Responsibility
- Think about something you have done alone and do something new

Reflection/Evaluation

It's important to understand that during the learning procedure, each person is an actor, co-responsible/co-builder of his/her own learning.

Remarks/Recommendations

Implement a challenge and ask the learners to try to write with the opposite hand.



Method 7
Learning Strategies

Method 7

Learning Strategies

Goal

To learn and identify the different learning strategies: visual, auditory and kinaesthetic.

Resources

- Teacher
- Recorder
- Mobile/Cellular phone

Group Size

- Undefined

Duration

- 1 h

Step by Step

1. The learner receives written instructions on how to fold a paper and create an object in origami. The exercise is to figure out what to do by reading the instruction individually.
2. The teacher reads instructions aloud and the learner tries to follow the instructions.
3. The teacher shows the learner how to fold the paper by doing it himself/herself. It can also be shown through a recording.
4. Finally, the learner only gets a one-line instruction such as: fold a bird. Then he or she has to figure out how to do it on their own.

Reflection/Evaluation

Most instructions are given in written form but there are learners who cannot concentrate on reading long

enough to understand. We are all different; some use the left side of the brain more, while others use the right side of the brain. It is important for the learner to be aware of his/her strengths and weaknesses in order to know how to be able to fulfil tasks.

Some learners have a **visual** way of learning and could be helped by using coloured pencils or through the use of symbols, mind maps, computer, movie/TV, or by having the instructions drawn, etc. Some learners take pictures of the teacher's notes on the whiteboard.

Some learners are more **auditory** and can be helped if the teacher uses oral instructions instead of just written. They can use their mobiles and record what the teacher says. They can read aloud, repeat what has been said, discuss the instructions with other learners, etc.

Some learners have a **kinaesthetic** way of learning, meaning that for these learners learning takes place through physical activity rather than through listening or seeing.

Remarks/Recommendations

Learners who are aware of their learning styles can be much more efficient and therefore improve personal outcomes. If you know how you learn best, you can find ways and instruments to improve learning; making it fun.



SUB-COMPETENCE 2

Time Management

Time management refers to all of the practices that an individual follows to make better use of their time. Such as, being able to identify the final target and knowing how to set objectives and tasks that will lead to achieving goals.

- To know how to evaluate the used time, readjust it.
- To know how to elaborate a time plan and carry it out.
- To know how to use the appropriate tools, such as: agenda, timelines, checklists, timetables...

Objectives:

- To identify the time needed to perform each task and assign it; to identify and assign deadlines, to meet those deadlines and establish mechanisms to evaluate and identify obstacles and overcome them.
- To put in a sequence, order and prioritize tasks in order to perform them depending on their urgency and necessity according to the final objective.
- To make time profitable, to evaluate the tasks as a whole and separately in order to be able to combine them.
- To assign each task at the best moment, in order to ensure performance.
- To identify time needs of each task, action, activity.
- To learn to assign times correctly.
- To know how to organize the assigned time correctly, to ensure effectiveness.
- To know how to establish and meet deadlines.
- To order tasks according to the time they need.
- To know how to order tasks according to their importance.
- To know how to combine, make tasks profitable, prioritize.



Method 1

Time Management *“Class Survey”*

Method 1

Time Management “Class Survey”

Goal

To promote a conversation with learners on the topic of time management, share ideas and rank good ideas on the subject.

Resources

- Paper
- Pen

Group Size

- Undefined.

Duration

- 20 min.

Step by Step

1. Give each student/group of students (depending on the group size) a small piece of paper with a question about time management. Allow the students/groups some time to become familiarized with the question.
2. Next, students/groups “conduct a survey”: they mingle with each other, ask questions and take notes while listening and jotting down the answers. Encourage the students to chat freely. Groups with the same question should move independently.
3. Give the students/groups time to make a summary of the information they gathered.
4. Each student/group should present their summary to the rest of the class. They should

talk about the answers they have in common, in addition to the interesting, surprising things they found out.

Reflection/Evaluation

Generally students enjoy this task. They appreciate the opportunity to communicate with their peers and consider it a good chance to get to know each other a little better. In addition, this activity is viewed as a refreshing change from the *more ordinary studying*. Although students find the answers to the questions to be quite predictable, the task still manages to reveal a few good tips.

Remarks/Recommendations

It’s productive to encourage students to speak freely and share their personal experiences.

Survey Questions

1. What’s the best time of day to learn effectively? Why?
2. What techniques do you use to beat procrastination?
3. How do you make time for learning among all your other duties?
4. If you wanted to do really well in an exam/test, what would your revision plan be?
5. How do you know how much time you need to learn something?
6. How do you keep track of the things you need to study?



Method 2

Time Pizza

Method 2

Time Pizza

Goal

To think about personal time management and picture how it can be divided by visualizing time through the image of pizza slices.

Objectives

- To evaluate the time-pizza;
- To think about new activity possibilities and share these with other group members.

Resources

- Paper
- Pen
- Glue
- Old Magazines

Group Size

- 5 - 15 Adult Learners

Duration

- 1.5h - 2h

Step by Step

1. Teacher explains the goal of the exercise and asks students to think about the time of day as a huge pizza.
2. The size of the pizza-slice should reflect the amount of time in one day (24h).
3. Next, the teacher shows his/her model of a time-pizza.
4. Students draw their version of a time-pizza: one for weekdays and one for a weekend.
5. Students cut out the pizza-slice for leisure time and glue it on another paper.

6. They now use pictures and drawings cut out from the old magazines to describe what they do with their leisure time.
7. This is followed by the following question about leisure time, intended to provoke discussion on the topic:

- How big is the amount of leisure time on weekdays? And on the weekend?
- Are you happy with your leisure time activities or do you wish for other activities?
- Did you find that you have similar activities with other people that are offered by your establishment/school?
- If several learners are interested in an activity that may be offered by the establishment/ school, then the teacher should be committed to carrying out that activity.

Evaluation-questions:

1. What do you feel, when you look at your time-pizza 1 and 2?
2. Did you like making a picture of your leisure time by using the time-pizza?
3. Why is it important to deal with personal leisure time habits?
4. How big is the leisure time slice when compared to the other activities?

5. Have you ever organized a leisure time activity with others?
6. Will you start a new activity with others (or alone)?

Reflection/Evaluation

This method of picturing time and dividing it into pieces is helpful to establish priorities (work, education, leisure time, school, family, meals, and sleep).

This task is intended to teach people to rethink how they spend their time, reflect on their scheduling: if it is reasonable and satisfying or if it should be changed.



Method 3

Paint & Twist Time (P&TT)

Method 3

Paint & Twist Time (P&TT)

Goal

To implement activities that makes better use of time.

Objectives

- To make time profitable;
- To evaluate tasks as a whole and separately in order to be able to combine them;
- To learn to assign time correctly;
- To know how to evaluate the time used;
- To learn to establish and meet deadlines.

Resources

- Talk room/ Classroom/ Library
- Roll of White Background Paper
- Coloured pencils/markers
- Coloured acrylic paints

Group Size

- 8 Teachers
- 8 Students

Duration

- 1st phase (3 months)
- 2nd phase (2 months)

Step by step

1. For the first 3 month period the group of 8 learners should paint “murals” on the walls of the talk room/ classroom/ library, under the teachers’ supervision.
2. 2 months later the same group should form a work team with the task of writing down their ideas

about time on background paper.

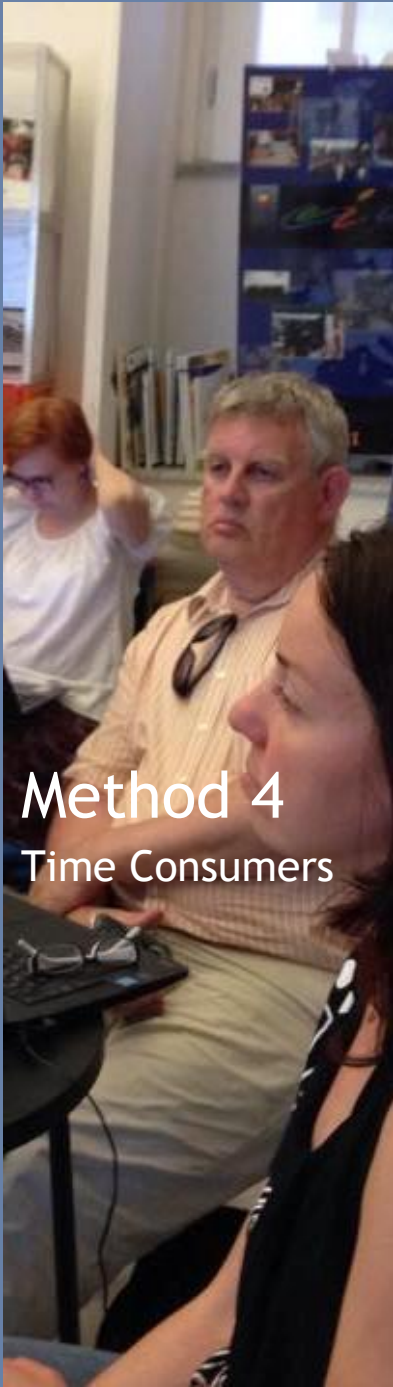
3. Finally the teachers should propose complementary TLU (Teaching/Learning Unit):
4. **Maths:** angles, time measurement and its instruments
5. **English:** time vocabulary and short conversations about time usage
6. **Italian:** short texts about time by famous authors: Saint Exupery, Hesse, Carrol, Freud, Proust
7. **History:** Time line and dating systems

Reflection/Evaluation

The P&TT method produces reflective periods within the work group regarding their life experience, but with a new life project proposal. It has a strong impact on the conventional classes stimulating teachers to propose synergetic and linked educational contents.

Remarks/Recommendations

The P&TT method has the task of increasing time perception, of learning to manage social time and interior time, of “*feeling*” the present with consciousness and resolution. This activity involved 8 prisoners attending the School for Adults (IDA)/S.M.S. “G. Diano” Pozzuoli (NA Italy) inside the Women’s Prison in Pozzuoli (NA- Italy).



Method 4
Time Consumers

Method 4

Time Consumers

Goal

To identify unhelpful factors that occupies time.

Resources

- Pen
- Paper

Group Size

- 8 - 16 Adult Learners

Duration

- 30 min.

Step by step

1. Mark in table 1 (next page) the time consumers you find frustrating and to what degree. In the right-hand column indicate your answer with a tick in the first 4 boxes, and in the 5th box write either Yes or No, depending on whether the item is an issue for you or not, e.g. not able to finish work activities on time?
2. Identify the five most relevant time consumers from the list. Then identify, as many as possible, suggestions of solutions for these issues. Even when a suggestion seems silly, write it down, it may prove useful.

Summary

I have now identified some of the unhelpful factors that occupy my time.

Reflection/Evaluation

This exercise is a good instrument to identify problematic time consumers. It results in a pragmatic approach in the search for solutions to improve time management.

Remarks/Recommendations

When certain things are using our energy, and we become irritated and dissatisfied, we are dealing with the so called “*time consumers*”. This may happen because of: our own guilt, the organisation where we are working, or a combination of both.

Time consumers	Solutions
1.	
2.	
3.	
4.	
5.	

Table 1
Time Consumers

Time Consumers	Almost Every Time	Often	Sometimes	Almost Never	An Issue Yes/No
I am not able to finish work activities in time.					
In the evening I feel I have not worked enough.					
I am interrupted all the time during my work.					
I have too many things to do at the same time.					
A lot of time is invested in useless things.					
I postpone difficult tasks.					
There is a lack of clear tasks/task definition.					
I find it difficult to set priorities.					
I am overwhelmed by too many unforeseen things.					
There is too much chaos around me.					
I need more time to be effective with new and difficult tasks.					
I often do activities which can be done by others.					
I (often) do not refuse.					
I am often not in the mood to do the things that I have to do.					
I do not have enough time for myself.					
Mostly I am in a hurry.					
My partner/children are not getting enough of my attention.					
There is always too much happening simultaneously.					
Everyone always wants something from me.					
I want to do everything perfectly.					
Others demand too much from me.					
I always have to press other people to get things done.					
The bureaucracy is too much.					



Method 5

Priorities

Method 5

Priorities

Goal

To demonstrate how to prioritize tasks: manage time successfully and more efficiently.

Resources

- Stand
- Board
- Board Paper
- Pens
- Highlighters
- Handouts A4 sheets with an example description and a table for each participant/student.

Group Size

- Undefined

Duration

- 30 min.

Step by step

Usually we have to carry out more than one task at the same time. If the number of tasks is too big, we must be able to prioritize them.

1. Distribute the handouts and give the learners several minutes to get familiarized with the handouts and emphasize that when planning activities it is very convenient to use the four section table provided in the example.

Explain that:

- important tasks are put at the top of the table;
- less important tasks are put at the bottom;
- on the left hand side write the urgent tasks;

- on the right hand side - not so urgent.
2. Upon completion of the table one can see that on the top left corner there are tasks that are *important and urgent*, this means that they should be carried out first.
 3. Ask the learners to study the example individually.
 4. Ask all learners to think about upcoming plans and prioritize the tasks according to the table.

Reflection/Evaluation

With the help of such tables, schedules and other tools allow task sequences to become visible, it becomes possible to manage time efficiently, see what can be changed according to needs, etc.

Remarks/Recommendations

Stress the importance of the following:

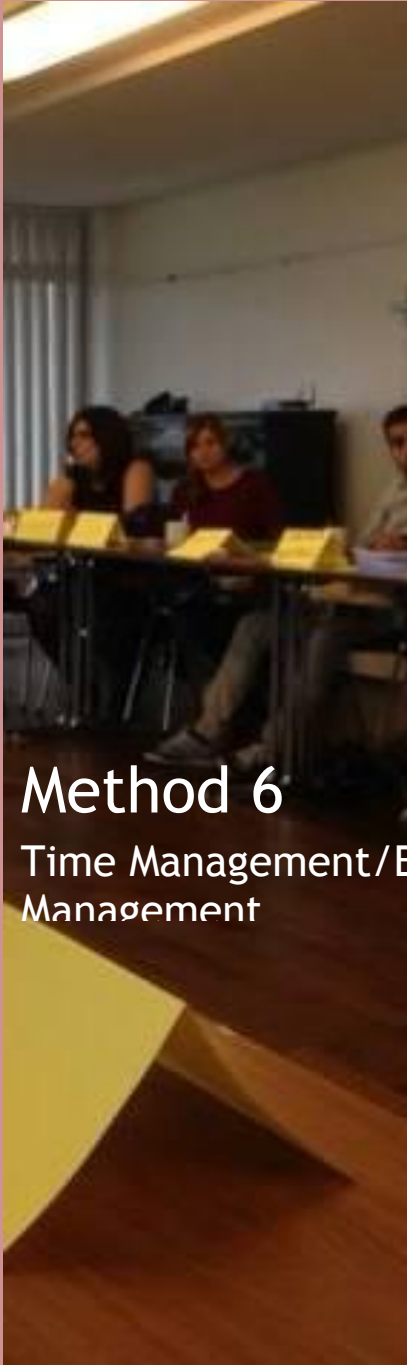
- schedule all tasks (day/week);
- establish time needed for each task;
- carry out the complicated tasks when you are the least tired;
- minor tasks should be placed in intervals between major tasks;
- be flexible and allow time for unexpected tasks;
- do not leave important tasks for the last minute;
- be realistic and do not try to do the impossible.
- 8 minutes of planning a day may save an hour a day

Example

I M P O R T A N T		
U R G E N T	Read an article and write a paper for history class.	See her mother. Take her son to the workout.
	Answer the questions that remained unanswered after discussion in class.	Write a letter to the Eldership. Find out how to calculate percentage
	Do the housework.	Read the borrowed book.

Mary is 35 years old; she lives with her three children. She attends an adult teaching centre four times a week. Below you will find a list of tasks Mary has to carry out:

- Read an article and write a paper for history class.
- Find out how to calculate percentage, because at school she was unsure of the calculations.
- Answer the questions that remained unanswered after discussion in class.
- Write a letter to the Eldership regarding the children's playground.
- Take her son to the workout.
- Read the book she has borrowed from her friend since her friend wants to return it.
- Do the housework.
- See her mother.



Method 6

Time Management/Energy
Management

Method 6

Time Management/ Energy Management

each task; How does the task contribute towards the goal?

Goal

To design and test a methodology that guides and supports adult learners to manage their time efficiently.

Resources

- Pedagogic kit
- Room
- Computers
- Internet
- Video projector
- Board
- Pencils
- Paper

Group Size

- 8 - 10 Adult Learners

Duration

- 25 h

Step by step

1. **Aims:** Setting goals and figuring out how to reach those goals (activities): elaborate a timeline.
2. **Priorities:** Define what is personally really important in life: right now:
 - Do I have to change something in my life to accomplish my goals?
 - What is the most important in reference to work and time?
3. **Management:** Do lists of tasks that should be carried out weekly and supervise them. Make a timetable with the time of each activity:
 - level of importance and emergency of



Method 7

Weekly Planning

Method 7

Weekly Planning

Goal

To plan a work programme for a one week period, by writing and drawing.

Resources

- Sheet of paper
- Electronic device (laptop/ smart-phone).

Group Size

- 10 - 15 Adult Learners
- 1 Teacher

Duration

- 1h

Step by step

1. Draw a timetable with all the weekdays and a time frame.
2. Fill in the table with planned lessons.
3. Make a list of what must be done for homework during the week and what requires more time to accomplish (on a personal level).
4. Plan when the exercises will be completed, in accordance to the estimated time predicted for each exercise.
5. Make sure that everything is covered and that the table is filled in.

Reflection/ Evaluation

Every learner at Litorina Folk High School studies full time from 8.00 am to 15.30 pm, from Monday to Friday and it is during this time that they must complete everything that needs to be done. To plan a week is something

most people do, but most of the learners that come to Litorina Folk High School are not able fulfil their tasks. They have a tendency of procrastinating, of doing things “later” or “at home” or “tomorrow” which leads to disappointments when deadlines are missed and there is too little time to prepare for a test.

Learners referred to as drop-outs often claim to be sick when there is a test at school, which is why on previous occasions they were more or less “forced” to plan their week thoroughly because they would sit for hours and drink coffee, text people or just sit outside in the garden and smoke and chat.

Presently, since they have been shown what and when to do things, they have become aware of the time span they have to complete tasks. Every Friday the learners are asked to sit down and evaluate their work and discuss why they succeeded doing things or why they did not. They have to be honest to themselves and realize why homework and exercises have not been done. Or, on the other hand, feel proud if they have used their time efficiently.

Remarks/Recommendations

Teachers often hear that learners don't have time to fulfil an exercise or that they have too much work to do. By filling in a time-table it becomes obvious when they have time to work. In some

cases it becomes clear for the teacher that the task is too complicated or takes too much time, or that more than one teacher has given the learner exercises that take a long time to do. In that case the teachers have to adjust their demands to the student's needs.

It is important that a teacher check the result of what was planned, especially if the learner is not used to planning for themselves. It is hard to forget to fill in all the subjects and to estimate how time consuming an exercise is.

It takes a couple of weeks before the learner can see how they should plan their school week efficiently. Some learners find the planning too simple and something they do not need. In that case they need to prove that they are always prepared for lessons and hand in all exercises on time to the teacher.

To make the learner plan his/her work a week ahead, it is also important to put some pressure on the teacher. The teacher has to be organized and able to plan lessons and homework at least a week ahead.



SUB-COMPETENCE 3

Motivation and Self-esteem

Motivation is the basis that allows us to start and succeed at learning throughout our lives.

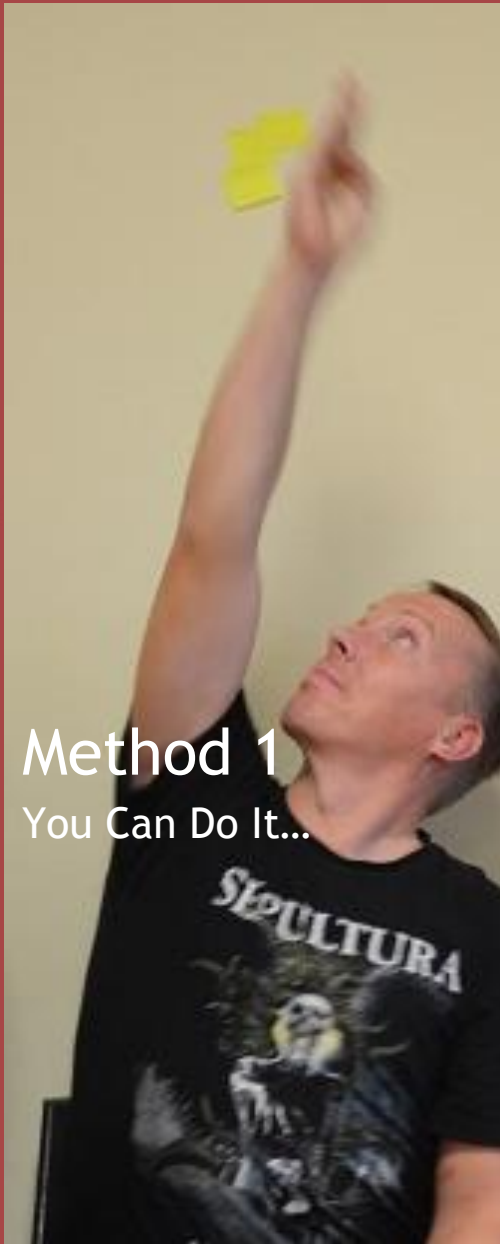
People's ability to learn, handle obstacles and change, supports on a positive attitude towards problem-solving, curiosity to look for new opportunities to learn and apply learning in a variety of contexts.

Objectives:

- To analyze the reasons, interests and expectations of learners towards learning.
- To reflect on the learning process.
- To increase and develop motivation.
- To reinforce self-esteem.
- To know and understand oneself better.
- To identify one's own interests, wishes.
- To promote a realistic and positive vision of oneself and one's own possibilities.
- To accept oneself and accept others.
- To develop the ability to express one's wishes, emotions or requests.
- To develop the ability to accept or reject other people's requests.
- To help understand different points of view of a problem or conflict.
- To know how to face interpersonal conflicts.
- To acknowledge the values of oneself and one's environment.
- To understand how values affect behaviour.
- To be able to foresee the results of actions.
- To test a model for decision-making.
- To improve the carrying out of tasks by

strengthening self-esteem.

- To increase task-involvement.
- To reinforce self-esteem to improve performance.



Method 1

You Can Do It...

Method 1

You Can Do It...

Goal

To inspire and motivate students to try harder by showing them that it is possible to achieve better results when they make an effort.

Resources

- Post-it notes or stickers (at least 5 per person)

Group Size

- Undefined

Duration

- 10 min.

Step by step

1. Ask the learners to place chairs with their backs against the wall and then to sit in the chairs.
2. Give each learner 5 post-it notes/stickers.
3. Ask the learners to place one post-it note on the wall behind them as high as possible. They should do it with an outstretched hand while remaining seated.
4. Now ask the students to try even harder and place the second note a little higher than the first one.
5. Ask them to repeat the activity with the third, fourth, and fifth post-it notes; each time trying to place the new note slightly above the previous one.
6. Finally ask the students to turn around and look at the rows of notes on the wall. Have a short discussion about the meaning of the exercise. Point out that just like the notes it is possible to achieve better results by

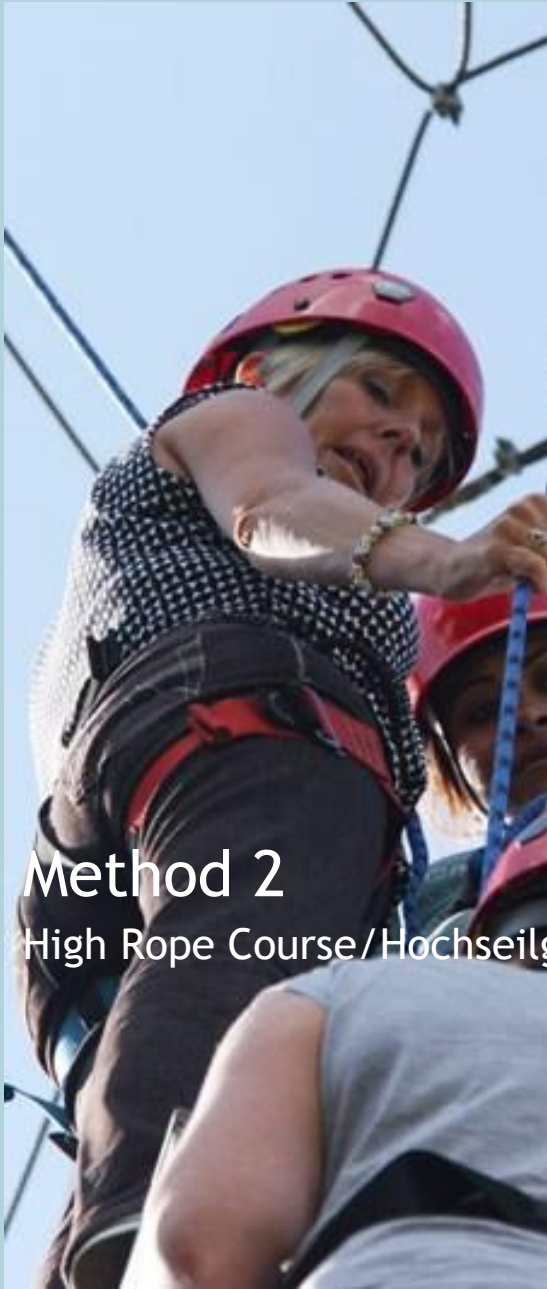
trying harder and by using new and different techniques.

Reflection/ Evaluation

Generally learners enjoy the task. It is viewed as a fun way to remind them of the benefits of trying harder and persevering in their efforts. Also, learners found the exercise to be a good change from sitting and intense thinking, a fun way to stretch their legs.

Remarks/Recommendations

Before attempting this task it's a good idea to make sure the post-it notes/stickers actually stick to the wall surface. Smaller notes are preferable, as they make it easier to place new notes above the old ones and save the amount of paper. It's a good idea to use the exercise as a warm-up activity at the beginning of a class or as an energizer at a point when learners seem a little tired. The task benefits from the encouragement and enthusiasm of the trainer and fellow learners.



Method 2

High Rope Course/Hochseilgarten

Method 2

High Rope Course/ Hochseilgarten

Goal

To conquer fear, experience limits, check out personal boundaries/work on personal boundaries and overcome these by helping and motivating others.

Objectives

- To climb up a tree using a climbing tool (rope, ladder, etc.) and climb from tree to tree with ropes and balance tools;
- To do outdoor training, and balance tasks.

Resources

- High rope course
- Park (facilities)
- Belaying devices
- Helmet
- Climbing harness (provided by facility)
- Introduction course about safety issues (provided by facility)
- Skilled person to belay from below

Group Size

- 6 persons
- 1 belaying person

Note: Group size in total depends on the number of belaying persons and size of facility ground

Duration

- 1h - 1.5 h

Step by step

1. Discussion on individual expectations about the facility and the course:

- personal performance and group performance.
2. Introduction course about safety issues, by a member of the facility.
3. Put on belaying and safety devices (harness + helmet).
4. Warming up games, getting to know different climbing elements and devices: easy to difficult.
5. Climbing
 - a. Conquer climbing tasks
 - b. Helping others (depending on climbing element)
 - c. Motivating the person that is climbing
6. Take off belaying and safety devices
7. Reflection
 - a. Evaluation of personal performance (before and after)
 - b. Evaluation of group performance (before and after)
 - c. Evaluation of the high rope course/facility (before and after)
8. Learn to transfer the experience to daily life: conquering fear, accepting challenges, overcoming personal limits.

Reflection/ Evaluation

The learners experience the feeling of success and accomplishment. They learn to master challenges, and that failing is not problematic, because there is always a second chance. Doing high rope exercises can promote change; people get to know each other in a new way and gain a new perspective about others and themselves.

During the reflection learners recognize that their former evaluation (before) is worse than what they experienced. In the after-evaluation they feel positive about the activity and also proud and courageous about their performance. Therefore, they come to realize and understand that one should experience first; try something out first before making judgements.

Remarks/Recommendations

Often high rope courses expect customers to belay themselves. The whole course should be finished before climbing down again. Therefore, having a person, or even the teacher, belay the learners from below gives a better safety-feeling. Also the learner can be let down at any point.

This activity is great for group-bonding, especially at the beginning of a course. It is also useful as an *ice-breaker* with complicated groups.

It may also be used as an activity at the end of a course, as a reward for the learners good and hard work. If the teacher knows the facility well, it is easier to convince learners to participate in the activity, and the teacher's participation is also important: as belaying person it provides confidence and security. As climber the teacher experiences the same feelings as the learners, which can help with bonding.



Method 3
What Type of Woman am I?

Method 3

What Type of Woman am I?

Goal

To provide a positive attitude towards problem solving (curiosity: looking for new opportunities), apply learning in a variety of contexts, and increase self-esteem.

Objectives

- To know and understand yourself better;
- To identify personal interests and wishes;
- To develop the ability to accept or reject others' requests;
- To reinforce self-esteem;
- To increase task-involvement;
- To know how to face interpersonal conflicts.

Resources

- Cardboard
- Coloured Pencils
- Glue
- Magic Markers
- Old Magazines
- Scissors

Group Size

- 5 Teachers
- 8 Adult Learners

Duration

- 2 months

Step by step

1. Learners are invited to work as a team and make a poster representing themselves, their memories and wishes.
2. Teaching/Learning Units are proposed by teachers

to reflect on the learners' condition:

English and History (the Suffragettes)

Civics (Family law)

Italian Course ("*Neither Witches nor Saints*" about Italian literary texts written since 1400; analysis and comments on the movie "*What women want*").

3. The learners are invited to make another poster representing themselves, their memories and wishes after reflecting on women's conditions.

Reflection/ Evaluation

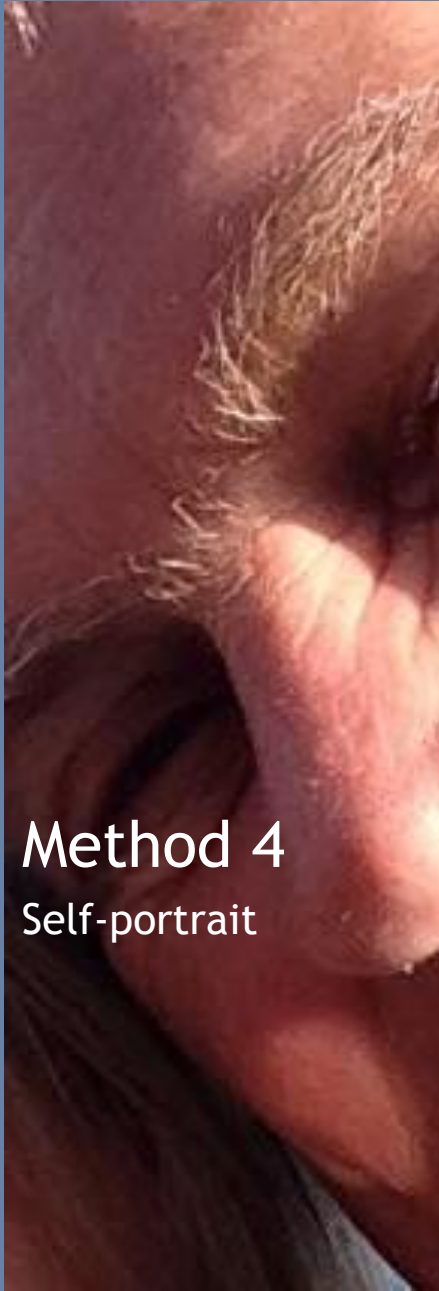
The method normally produces a deep reflection within the learner, which is evident in the second poster that shows paintings about new wishes and new life project proposals.

The method has a strong effectiveness also on conventional classes by stimulating teachers towards synergetic and linked educational contents.

The method has the task of increasing motivation and confidence regarding learning and help to manage stress and to solve interior problems.

Remarks/Recommendations

This activity involved 8 prisoners attending the School for Adults (IDA)/S.M.S. "G. Diano" Pozzuoli (NA Italy) inside the Women's Prison in Pozzuoli (NA- Italy).



Method 4
Self-portrait

Method 4

Self-portrait

Goal

To identify current skills through self-assessment, such as: self-awareness, self-esteem, status and resilience and re-evaluate skills after undertaking the activities.

Resources

- Pencil
- Paper

Group Size

- 8 - 16 Adult Learners

Duration

- 20 min.

Step by step

1. Where am I now? How is my self-esteem and self-confidence?
2. For each question, on the table to the left, rate yourself by using the scale 1 - 5 (where 1 means low and 5 high).
3. Have participants fill in the little test individually and count the points and collect the forms for the report.
4. Exchange results and discuss them with each other. Write a brief summary of the interview for the report.

Score:

- 30-35 means that you have already developed these skills to a good level and in a very positive way.
- 22-29 is a good score, but it's never too late to learn to believe more in you.

- 16 -21 is not so good; it would be good to train yourself more in enabling positive thoughts and feelings.
- 7-15 means that sometimes you get into trouble; you better seek help to develop a more positive attitude towards yourself.

	1	2	3	4	5
How would I rate my level of reliance?					
How would I rate my self-esteem?					
How would I rate my self-confidence?					
How would I rate my positive thinking?					
How would I rate my self-love?					
How would I rate my sense of control in my life?					
How important is status to me in terms of myself and others?					
Add up the scores in each column					
Total					

Reflection/ Evaluation

This is a very good exercise to discuss, in depth, what people mean and understand about self-esteem and self-confidence. Also good to measure how positive people look at themselves.



Method 5

Drawing a Lion

Method 5

Drawing a Lion

Goal

To reduce the level of stress caused by the idea of *I can't do it...* through drawing.

Resources

- Easel
- Easel paper
- A4 paper
- Markers
- Drawing tools

Group Size

- 8 - 16 Adult Learners

Duration

- 15 - 20 min.

Step by step

1. Challenge the learners to draw a lion and observe their reactions.
2. Provide the learners with a sheet of white A4 paper.
3. Propose drawing the lion together and proceed with the step-by-step instructions.
4. Ask the learners to fold the paper into three equal horizontal parts and draw a dot on the third part (image 1).
5. On both sides of the dot draw 2 curved short lines (image 2).
6. Draw 2 half circles (image 3).
7. Draw 3 short lines from both sides of the half circles and inside
8. draw a curved line to make a smile (image 4).
9. Above where the 2 half circles meet draw an oval (image 5).

10. Draw 2 hoops - one on each side of the oval above the circles (image 6).
11. Colour a part of each hoop as close to the oval part as possible (image 7).
12. Draw a few short lines above the hoops (image 8).
13. Draw more lines and create a contour with fringes (image 9).
14. Final result: the King Lion (image 10).

Discussion: In pairs discuss if and how this exercise can help to increase motivation and create awareness regarding the division of tasks (increased success by dividing difficult tasks into small tasks). Give the learners 5 minutes for discussion and invite learners to volunteer and share their ideas.

Reflection/ Evaluation

Imagine standing at the foot of Mount Everest, would you climb it? How many people would dare to do so? Most likely only a few, but if challenged to climb a mountain which is about 1300m, the majority would probably agree. **Message:** if you are able to reach the peak, why not try to climb an even higher mountain? This method can be called *“champion’s experience: if I achieve something, it can increase myself-confidence, reveal my abilities. That is why I can try to achieve even more and boost my chances of success.”*

Image 1



Image 6



Image 2

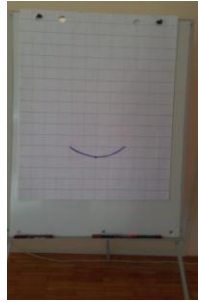


Image 7



Image 3



Image 8



Image 4



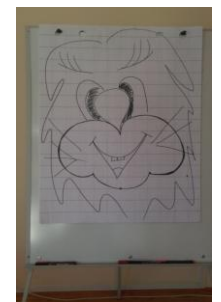
Image 9



Image 5



Image 10





Method 6

Motivation - Inner Drive

Method 6

Motivation-Inner Drive

Goals

Engage Adult Learners towards auto-motivation. How do we create inner drive and energy in order to go after our goals?

Resources

- Pedagogic kit
- Room
- Computers
- Internet
- Video projector
- Board
- Pencils
- Paper

Group Size

- 20 Adult Learners

Duration

- 25h/ module.

Step by step

1. Engagement with pedagogic goals

- Why am I here? Do those contents have any meaning for me?

2. The link with everyday life

- What does it mean in my life? Concrete problems are solved?

3. Participation/training

- In what way can I be useful? Can I make the difference?

4. Knowledge/experience-flashback

- I am someone with a history and a background, and I cannot forget that.

5. The feedback

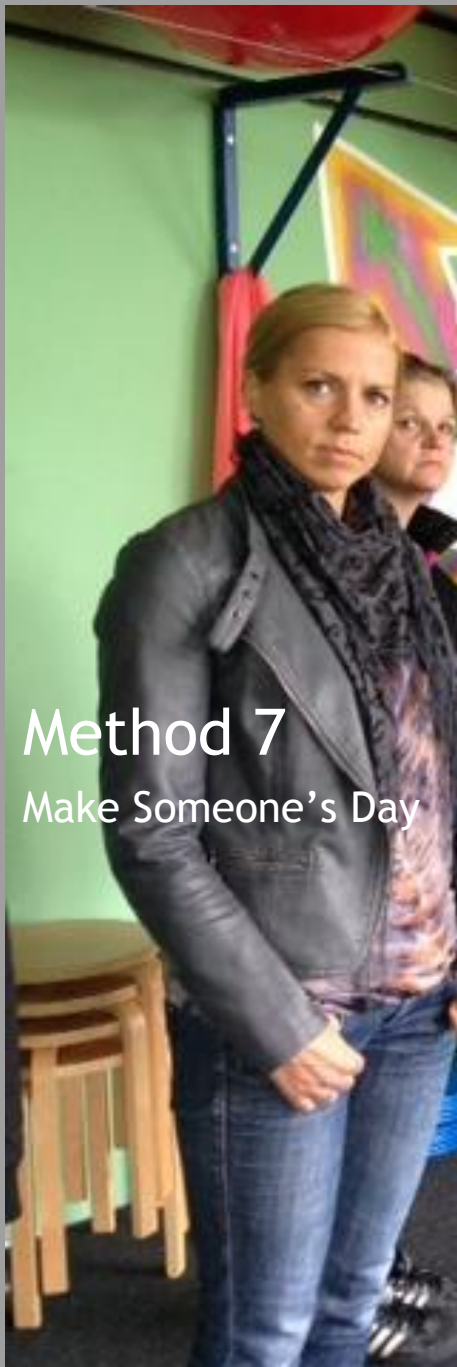
- I need to have feedback of what I do in order to improve;
- The feelings of belonging somewhere and feeling safe;
- Carrying out group activities allows getting to know each person in the group.

6. Pleasure in learning

- I feel good so I learn better.

Remarks/Recommendations

The Teacher/Facilitator should be someone who never gives up in front of difficulties, the person who keeps in mind the ultimate goal of each learner and remembers him each time that it is necessary. His/her own goal is to engage learners to learn self-regulation, be determined and therefore promote happiness with the experience.



Method 7
Make Someone's Day

Method 7

Make Someone's Day

Goal

To make someone's Day.

Resources

- Undefined.

Group Size

- 4 - 6 Adult Learners

Duration

- 2h

Step by step

1. Think of something you can do to make another person happy (do not disturb others or make them annoyed).
2. Think of suitable places to carry out the exercise.
3. Prepare the activity in the classroom and make sure you have all the equipment you need before you go outside.
4. Make sure the group stays together, and try to involve someone you don't know for the exercise.
5. Afterwards reflect:
 - Evaluation of personal performance: What happened within the learner?
 - Evaluation of group performance: How did the group use its strength?
 - How can you apply this experience to other situations in life?
 - Did you overcome any fears? Do you have the feeling that you have *pushed your limits*?

Reflection/ Evaluation

The learners challenge themselves and push themselves to the limits. Afterwards they should experience the feeling of success, group power and capacities after they have encouraged each other, creating the feeling of *nothing-is-impossible*.

Remarks/Recommendations

Find a suitable place where you can carry out the activity. For example: a shopping mall, a parking lot, city centre or anywhere where people circulate. The outcomes of this exercise are astonishing and the change in the learners becomes quite obvious. Quiet and unsecure learners start to "*participate*" in classroom situations, such as pedagogic activities, which they have never participated in before. Overall it is obvious that something happens and new self-confidence appears which helps the learner in daily situations and at school. It is very efficient to use the group's power to make the individual feel more secure. If the group does not have ideas give them examples, such as: carrying a stranger's grocery bags, singing a song to someone, dancing in the shopping mall, letting people walk under your umbrella when it is raining, helping elderly, etc.



SUB-COMPETENCE 4

Organizing Information

Organizing information is the act of rearranging information in a purposeful and useful manner. It involves being able to select, classify, analyze, summarize, combine, understand and file new information.

Objectives

- to identify the benefits of organization in all fields of life
- to encourage and develop personal autonomy and responsibility
- to learn how to transfer knowledge
- to learn how to search, obtain, understand and use the information needed
- to handle, mentally or physically, the information
- to use techniques to analyze, structure and systematize information, and re-elaborate it as needed
- to reflect and become aware of what, how and where to organize
- to know how to transfer knowledge to a variety of situations and contexts
- to identify cognitive and manual strategies to organize information in teaching



Method 1

Associations, Associations!!!

Method 1

Associations, Associations!!!

Goal

To help learners to invent associations and help them remember new vocabulary, terms, formulae, etc.

Resources

- A3 paper
- Magic Markers

Group Size

- Undefined

Duration

- 30 min.

Step by step

1. Learners are divided into small groups of 3-4.
2. Each group works with a list of words, terms, formulae, etc. from a recently covered topic. They pick 1-3 of these terms and come up with associations that might help them and their peers to remember the terms more easily. The funnier their associations, the better.
3. Next, the groups write down their words and associations on a large paper and draw a few pictures to illustrate the associations.
4. Finally, they present their poster to their fellow learners.
5. Now, hopefully everyone remembers the terms. At this point, the teacher points out the benefits of organizing information and encourages learners

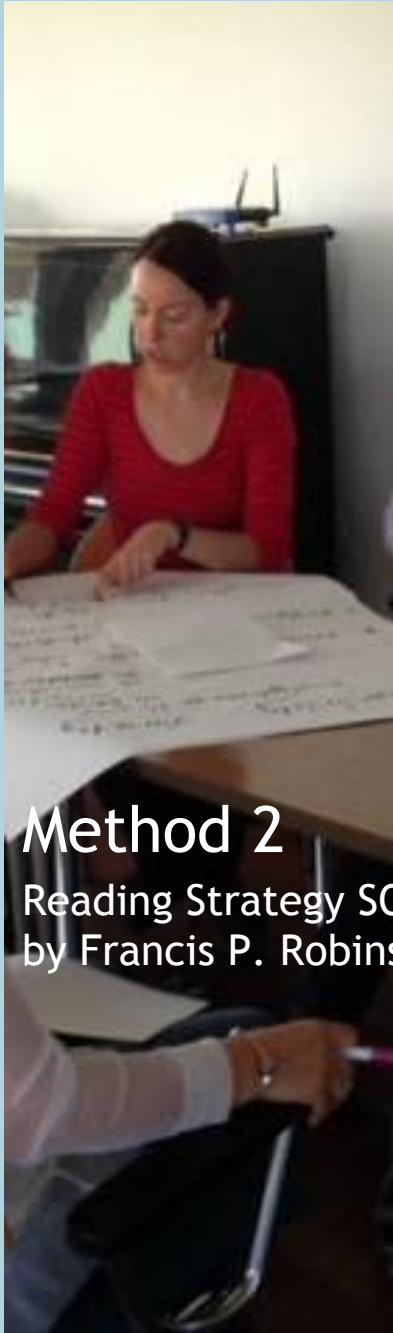
to continue to do so in the future.

Reflection/ Evaluation

Generally the learners find the task useful, because later on they do indeed remember all the presented words and expressions without any problems. They normally enjoy the presentation part quite a lot, but point out that the associations don't often come very easily and that it takes a long time.

Remarks/Recommendations

As the associations are not always very easy to find, it might be a good idea to ask the learners to first think about them at home. In addition to helping the learners memorize specific words or terms, the task illustrates the importance of organizing information. Learners should be able to clearly see and feel the benefits of associating new information (in this case words and terms) with already acquired knowledge. In addition, the task requires that the learners analyse and understand new information, in order to create a system that works for them and encourages them to do so in the future as well.



Method 2

Reading Strategy SQRRR (Introduced by Francis P. Robinson)

Method 2

Reading Strategy SQRRR (Introduced by Francis P. Robinson)

Goals

S-Survey
Q-Question
R-Read
R-Recite/recall
R-Review

Resources

- Informational text
- Highlighter
- Paper
- Pen/pencil

Group Size

- Undefined

Duration

- Time required by individuals to finish tasks.

Step by step

1. First skim the text to get an overview of it (Length? Table of contents? Sub-headings? Chapters? Pictures? etc.)
2. Ask yourself 3-5 questions: What do you want to learn from the text? What is the text about? What information do you expect to get from the text?
3. Read the text, take some notes or highlight sentences (not to many!), read it actively, keep the questions in mind.
4. Recite/recall, repeat in your mind, what you just read, sum it up in your own words, formulate main theses from the text and fill these with information.

5. Make a mind-map of the information, use key words and join these in a reasonable order.
6. For revision it is not necessary to read the text again, just look at your notes and mind-map to remember.
7. Review the text: Were your questions answered? What else did you learn? Was the text well structured? Is it a valuable text for you?
8. Discuss the content of the text with colleagues, tell them what you have read and learned.

Reflection/ Evaluation

Generally the students find that using this strategy ensures active reading and therefore they are able to take in useful information. The learner is clear about what he/she expects from the text and if the text answers their questions.

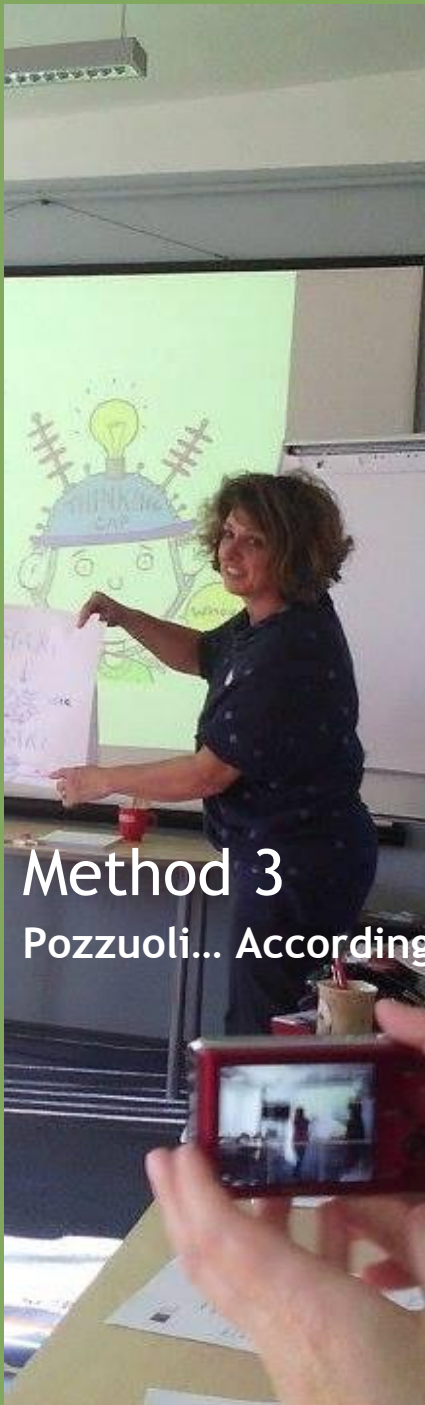
By recalling and rephrasing the information the learner remembers it easier.

The mind-map arranges the information of the text in a useful order; the way the learner needs it.

By reviewing the text the learner reflects on his/her reading and the usefulness of the text.

Remarks/Recommendations

If taught in a group, the questions may be placed on the board and the mind-maps presented in a plenum. After reading the learners can regroup in pairs and retell the contents of their text.



Method 3

Pozzuoli... According to US

Method 3

Pozzuoli... According to US

Goal

To search for information, organize it and rearrange it in a purposeful and useful manner.

Objectives

- To learn how to search, understand and use information;
- To reflect and become aware of what, how, and which information is required in order to organize it better;
- To know how to transfer knowledge to a variety of situations and contexts;
- To promote team work.

Resources

- Flegrea Area Reference Materials
- Teaching/Learning Units
- Computer
- Paper
- Printer

Group Size

- 20 Adult Learners

Duration

- Undefined.

Step by step

1. Teachers ask learners to read and look over all the reference materials about the Flegrea Area.
2. Teachers propose UDA (Teaching/Learning Unit):
 - **History/Geography:** Flegrea Area Traditions
 - **Science: Volcanism & Natural landscapes**

- **Art:** Greek & Roman
- **Italian:** Short texts about Pozzuoli and touristic booklets.
- **English:** English structures and words to translate original contents about Pozzuoli.

3. The learners are then asked to write texts and elaborate a touristic booklet to show the natural and historical beauties of Pozzuoli in a new and original way.

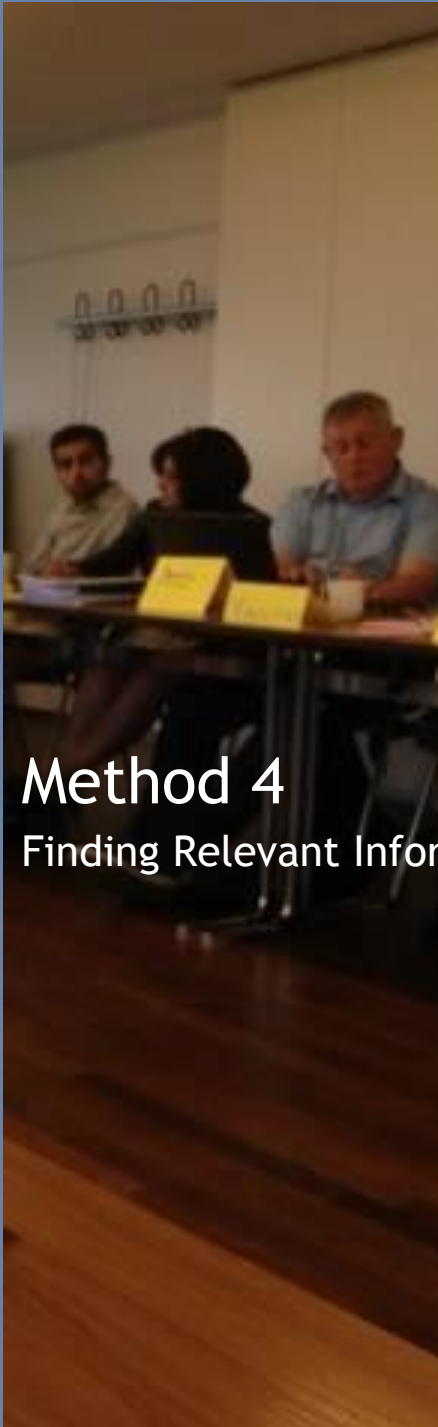
Refection/ Evaluation

The learners become aware of their ability to read, to analyse and organize information individually and in a team. The method also has a strong effectiveness on conventional classes by stimulating teachers towards synergetic and linked educational contents.

Remarks/Recommendations

This activity involved 20 prisoners attending the School for Adults (IDA)/S.M.S. "G. Diano" Pozzuoli (NA Italy) inside the Women's Prison in Pozzuoli (NA- Italy).

The Adults Education Course implemented several activities applying this method. The former didactic wealth, the multiplicity of the experiences, input, goal and results are described in the "Bigliettone da visita" (Big visiting card) that shows all the history of the Adult Courses carried out in the Pozzuoli prison.



Method 4
Finding Relevant Information

Method 4

Finding Relevant Information

Goal

To search for relevant information and organize it considering the application of the following sample situations:

Situation 1:

Your father says he has prostate problems and probably needs surgery.

How would you try to find out more about prostate problems and what needs/should be done?

Situation2:

You have just seen an ad for a job as a branch manager at a LIDL supermarket.

What would you do to try to learn more about this position?

Discuss both situations:

- How do you look for information?
- How do you select what is useful and what is not?
- How would you rate the information collected?
- What can you learn from this exercise?

Resources

- Undefined

Group Size

- 8 - 16 Adult Learners

Duration

- 30 min.

Step by step

1. Divide the group in two or more subgroups.

2. Give each group one of the mentioned situations, in addition to the questions.
3. After the learners have answered the questions, promote a discussion between the groups.
4. Ask one of the group members to moderate the discussion.
5. Exchange the total outcomes from each group.
6. Discuss the several ways of finding and selecting information, depending on the topic.
7. Pay attention to what learners have learned from the discussion.

Reflection/Evaluation

It is a good exercise to compare different ways of information collection and to assess how useful the information is.

Remarks/Recommendations

Discuss not only the outcomes, but pay attention to how the subgroups have fulfilled their task.

Method 5

The Traffic Lights



Method 5

The Traffic Lights

Goal

To improve activities so these become more purposeful and constructive.

Resources

- Cardboard
- Pens
- Handout
- Different coloured post-it stickers: yellow, green and red.

Group Size

- 20 Adult learners.

Duration

- Explanation: 5 min.
- Group work: 10 min.
- Evaluation: 10 min.
- Generalization: 5 min.

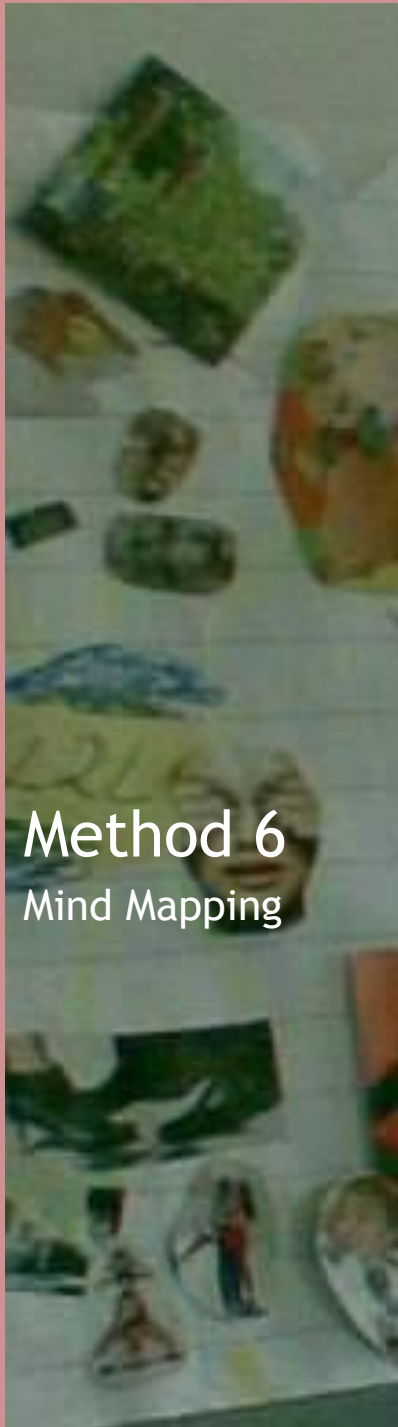
Step by step

1. Distribute the yellow, green and red stickers and the handout containing the meanings of each:
 - Green - I know;
 - Yellow - I don't know everything;
 - Red - I don't know anything.
2. The teacher explains the task and each pair/group must discuss the questions given by the teacher for 5 minutes.
3. After the discussion the learners should evaluate each question with one of the colourful stickers and explain their choice.
4. Have the learners stick the stickers to the corresponding question written on the poster.

5. The teacher writes more questions on the poster, leaving space for the stickers.
6. Learners think about these new questions and reflect on their answers.
7. After they have reached a decision they stick the stickers to the corresponding question written on the poster.
8. Each pair/group explains their decision.

Remarks/Recommendations

The teacher summarizes the learners' answers in order to provide an estimate of their effort and the results.



Method 6

Mind Mapping

Method 6

Mind Mapping

Goal

Design and test a methodology to teach adult learners how to organize information through mind mapping.

Resources

- Pedagogic kit
- Classroom
- Computers
- Internet
- Video projector
- Board
- Pencils
- paper

Group Size

- 20 Adult Learners

Duration

- 25 h/Module

Step by step

- 1. Engagement with pedagogic goals:** Teach learners how to create mind maps and apply these to daily routines.
- 2. The link with everyday life:** What does being organized mean? How do you organize your day? Draw a mind map of your daily routine.
- 3. Participation/training:** Where do you see yourself in 5 years? What does your 5 year self look like? What are the steps you need to take to get there?
- 4. Five Year Plan:** What does it look like? How do I get there?

Remarks/Recommendations

The teacher/ facilitator should be someone who:

- Knows how to capture thoughts and organize them visually, promotes creative thinking.





Method 7
Smartphone Organizer

Method 7

Smartphone Organizer

Goal

To organize information and follow teachers' instructions better with the support of a Smartphone.

Resources

- Note Pad
- Cellular Phone

Group Size

- Undefined

Duration

- Undefined

Step by step

1. The teacher gives instructions on the white board about a given exercise.
2. With the use of a Smartphone, take a picture of the instructions.
3. After the lesson, open the picture and try to remember the teacher's explanation.
4. Write down what the instruction from picture and add things you remember from the lesson and save it in a folder or digitalize it through the use of the Smartphone.
5. Ask the teacher to make the exercises available on the internet or in an app.
6. Read an e-book.

Remarks/Recommendations

Many times learners lose handouts with instructions and exercises, making it difficult to complete exercises which were not

completed during the class, or which were given for homework, but since everyone owns a cellular phone today, taking pictures of handouts can be useful. Many believe that our whole lives are in there: notes, calendar, and pictures, alarm clock, text messages, e-mail, social networks, internet, television, radio and so on. Therefore, instead of learners spending their spare time on social networks while queuing and waiting for the bus, they can use the phone for academic purposes.



SUB-COMPETENCE 5

Team Work

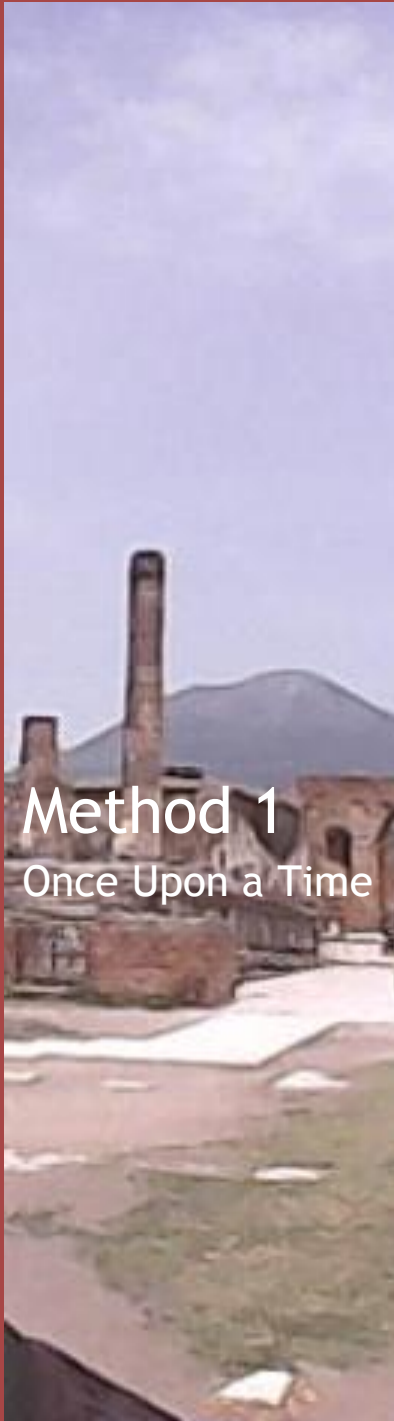
Team Work is the concept of people working together cooperatively as a team in order to accomplish the same goals/objectives.

Objectives

- To promote cooperative learning
- To develop social skills
- To improve, to learn and to be able to communicate
- To promote interaction among peers and among those who are different
- To learn to self-evaluate and evaluate others and processes
- To identify, plan and carry out a task jointly
- To give out tasks to achieve the objectives
- To analyze processes, to identify what goes well and what doesn't
- To talk in order to identify problems, handicaps and solve conflicts
- To identify and assume different roles
- To make decisions, accept majorities-minorities, consensus
- To respect other peoples' opinions, diverse, equal or opposed to ours

Method 1

Once Upon a Time



Method 1

Once Upon a Time...

Goal

To elaborate a short picture story, as a team, followed by a discussion about each learners' contribution to the story, in order to identify each learner's strengths and weaknesses regarding teamwork.

Resources

- Pictures
- Pen
- Paper

Group Size

- 6 - 20 Adult Learners

Duration

- 60 min.

Step by step

1. Learners are divided into groups of 3-4.
2. Each group is given a set of pictures that could be connected to a recent topic.
3. Learners should work together to come up with a logical story that incorporates as many of the pictures as possible.
4. Once the groups are finished, they present their story to the rest of the class. While telling the story they illustrate it by showing the pictures.
5. After the presentations each group gathers once more and discusses the implications of their teamwork. Each student should talk about the following things: What was my contribution to this task? What could I have done differently or better? What was my role in the group?

6. Other students listen and comment.
7. Now, the same group is given another set of pictures and they need to come up with a new story based on these pictures. However, this time each student should: Assume a different role, given by the teacher and agreed upon with the other group members.
8. The groups present their new story and discuss the latest team work process.

Reflection/ Evaluation

Generally the learners enjoy the task. They find it surprisingly easy to incorporate the pictures into the stories and see it as a pleasant change from more regular studying and an effective way of memorizing vocabulary represented by the pictures. When talking about their roles, as a team member, they tend to minimise their contributions, but in return receive rather encouraging feedback from their team members. However, it is quite difficult for them to assume different roles and not everyone goes along with this.

Remarks/Recommendations

The task benefits from the encouragement and enthusiasm of the trainer and fellow learners. It promotes cooperative learning and interaction, helping learners to identify and assume different roles, in addition to analysing processes.



Method 2
Fröbelturm

Method 2

Fröbelturm

Goal

To build a tower out of toy blocks with a *Fröbelturm*; operated by all learners simultaneously.

Resources

- Special toy blocks
- Lifting device: *Fröbelturm*

Group Size

- 5 - 24 Adult Learners

Duration

- 10 min./take

Step by step

1. Place the *Fröbelturm* and toy blocks in the middle of the classroom.
2. Ask each learner to take the end of a rope.
3. Together, lift and move the device, fitting it to one of the toy blocks.
4. Lift the block and place it in the middle of the group.
5. Do the same with the rest of the blocks, but place these on top of each other until a tower is built with all the blocks.
6. After building the tower, use the same technique to disassemble it, without knocking the tower over.
7. Give the group time to discuss the experience: How it worked out? What didn't work out? What can/must be improved? This step should also lead to a discussion about roles and personality types. Who took a leading position? Who stayed calm and followed instructions? Who joked about the task? Who disturbed the group? Etc.

8. Go on to a second round, but this time add rules, such as:

- Nominate a leader to instruct the others
- Change roles
- Use only one hand
- Don't talk!

Feedback and discussion:

- What did I learn about myself?
- How did I function in the group?
- Which role was mine? (leader...)
- Did I like my role?
- Is it the usual role/behaviour that I have in a group?
- Could I take another role/behaviour?
- How important is communication and eye contact?

Reflection/ Evaluation

This exercise shows individuals different approaches and performance, and how these can affect teamwork.

It also shows the different roles people engage in: Who is a leader? Who wants to be a leader and competes for the position? Who is a disturber or an entertainer? Who likes to be led? Etc.

It is a good exercise for group bonding at the beginning of a course.

Remarks/Recommendations

Communication between learners is essential in order to ensure teamwork and the completion of the task.

A lot of space is required to manoeuvre the *Fröbelturm*.



Method 2
(Presepe Vivente (Live Nativity/Manjer))

Method 3

Presepe Vivente (Live Nativity/Manger)

Goal

To improve learning and communication skills through cooperative learning and cooperative teamwork by identifying and assuming different roles.

Objective

- To promote the respect for individual opinions and encourage diversity even when these opinions are different.

Resources

- Different coloured fabric
- Stapler
- Staples

Group Size

- 5 Teachers
- 42 Adult Learners

Duration

- 4 months.

Step by step

1. Propose the following Teaching/Learning Units (UDA) at the beginning of the school year:
 - **History and Geography:** Geography and History of Middle East, Italian and Neapolitan Traditions about Nativity;
 - **English:** English traditions about Nativity;
 - **Italian:** short texts about Nativity by famous authors.
2. Select the pieces of fabric in accordance to the pieces of clothes required for the manger.

3. Use the stapler to staple the pieces of fabric together, in accordance to various body types.
4. In December 42 adult learners assume the different roles, in accordance to preference, and create a Live Nativity/Manger.

Refection/ Evaluation

This method helps learners reflect on their lives by linking the activity to personal experiences. The learners are able to recognize their capacities and ability to work with others. At the end the learners were invited to test the newly acquired didactic competences and mutual tolerance. Finally, the teachers should also reflect on their capacity to assume different roles and therefore, learn more.

Remarks/Recommendations

This activity involved 42 prisoners attending the School for Adults (IDA)/S.M.S. "G. Diano" Pozzuoli (NA Italy) inside the Women's Prison in Pozzuoli (NA- Italy).

The Adult Education Course implemented several activities with this method. The former didactic wealth, the multiplicity of the experience, input, goal and results are described in the "Bigliettone da visita" (Big visiting card) that shows the history of the Adult Courses carried out in the Pozzuoli prison.



Method 4

Mission: Work Together

Method 4

Mission: Work Together

Goal

Implement the spirit of teamwork through on card-building, e.g. house.

Resources

- Blanco cards
- Timer
- Camera/Smartphone
- Yardstick.

Group Size

- 8 - 16 Adult Learners

Duration

- 40 min.

Step by step

1. **Mission:** Promote teamwork
2. **Teamwork based on card building:** Divide the group into teams of 5.
3. Give each team a solid pack of Blanco cards (50 pieces).
4. Ask the groups to build a structure as high as possible, in 15 min. Split cards in pieces if necessary.
5. Use the timer on your phone to control the time and the camera to capture the *construction work*.
6. With the yardstick measure the height of the structures.
7. **Follow up:** each team should take 10 minutes to discuss the outcome of the task.
 - Did the group work together perfectly?
 - Did the members of the group listen to each other?
 - Did some withdraw from the process and if so, why?

- Could the results have been better?
 - What is the result?
 - Who took the lead?
 - On what grounds?
 - Who had a plan?
 - How did they react?
8. After the discussion give the various teams 5 minutes to write their *commandments* about working together in a flap.
 9. Finally, give the group 10 minutes to discuss the *commandments* together.

Refection/ Evaluation

This is a very good form of self-directed learning.

Participants are able to conclude how they should work together, how they should talk to each other and give feedback.

Remarks/Recommendations

Be careful - not everybody is able to give feedback in a proper manner; therefore the learners should avoid negative criticism.



Method 5

**“KWH” (Know - Want to Know -
Have known)**

Method 5

“KWH” (Know - Want to Know - Have known)

Goal

Promote cooperation, creativity and communication skills, in adult learners, through teamwork.

Resources

- KWH tables (appendix 1)
- Texts (books)
- Pens
- Large sheets of paper
- Tape
- Projector
- KWH sample - Slide Show

Group Size

- 5 Adult Learners/ group

Duration

- Instructions: 5 min.
- Team work: 10 min.
- Performance: 20 min
- Summing-up: 10 min.

Step by step

1. Divide learners into groups of 5.
2. Show a slide with a sample of the KWH table and explain how to fill in the table, according to specific tasks.
3. Ask the learners to think about the first column for 3 min (K-know) and then fill in the column with 2 things they know about a given topic.
4. Ask learners' to discuss their experience with their team members and jot down the conclusions on a large sheet of paper.
5. Have the groups choose a representative to present their work to the class.
6. Now ask learners to think of what they want to

know about that particular topic. Learners in teams should jot down several questions in the middle column (W-want to know).

7. Provide the learners with examples and show another presentation slide but this time with comments and questions in the middle column (W-Want to Know).
8. Give the learners another 10 min. to answer to the questions. Learners should consult a text (book) and place their answers in the third column. (All teams receive the same texts (books).
9. Then ask the learners to independently fill in the third column of the table (H-Have Known).
10. Team-Discussion on what each learner *has known*.
11. General task: completion of table for visual presentation.
12. After each group is finished, photocopy the results and give copies to each learner.

Remarks/Recommendations

Each group should be given 3 min to present their conclusions. Each team assesses their team work, and after each discussion the teacher assesses each group's general work.

Appendix 1: KWH table

KWH		
K know	W Want to Know	H Have Known



Method 6

Teamwork - *There is no "I" in Team*

Method 6

Teamwork - *There is no "I" in Team*

Goal

Design and test a methodology to teach adult learners about the importance of teamwork and the specific role each individual on a team may play.

Resources

- Pedagogic kit
- Room
- Computers
- Internet
- Video projector
- Board
- Pencils
- paper

Group Size

- 20 Adult Learners

Duration

- 25h/ Module

Step by step

1. **Engagement with pedagogic goals:** *There is no "I" in Team*
 - What does it mean to be part of a team?
 - Why is teamwork important for career success?
2. **The link with everyday working life:**
 - Why do employers rate the ability to be a team player as one of the most important qualities and characteristics of current employees?
3. **Participation/training:**
 - How can I be a better team player and make the difference?
4. **Knowledge and experience - flashback**

I'll give you some of mine if you give me some of yours:

- Helps learners to begin to identify their individual strengths (skills inventory) and needs regarding teamwork.
 - What do I have to offer?
 - Where might I need assistance from others?
5. **Sharing strengths and needs:** Allows each individual to identify their personal strengths and needs and receive feedback.
 - Were you pleased with your results?
 - What are some of the areas you would like to improve?
 6. **Pleasure in sharing:**
 - Process allows those in need to identify who may be able to offer it.

Journaling Activity

Guiding Questions:

If you were the leader of a team, what type of leader would you like to be? One that gets involved and works with the team or one that tells the team what to do?

What is the best part of working with a team? What is the most difficult?

Do you think it is easy or difficult for different types of personalities to work together? Why is it important to not only understand how you work best, but to learn how others work best?

Think about a moment in your life when you were part of a group/team and things worked really well, and a time when things didn't work out so well. Identify the situations and what made the difference?

Remarks/Recommendations

The Teacher/Facilitator should be someone who:

- understands the value of teamwork and how becoming an effective member of a team is an important first step towards the development of leadership skills;
- understands how the development of these skills is critical especially in disconnected individuals who don't have a connection to work or school, and have had limited exposure to positive and proactive support systems;
- provides experiences through which disconnected individuals learn to rely on themselves and others, understanding the importance of these factors in the development of a productive teamwork mentality.



Method 7

Meeting Between Generations and
Between Different Cultures

Method 7

Meeting Generations Between and Different Cultures

Goal

To learn from the differences that exists between generations and different cultures.

Resources

- Small rooms suitable for round table discussion.

Group Size

- 4 - 6 Adult Learners

Duration

- 1 h (or for the rest of your life 😊) every week.

Step by step

1. Mix learners who are in their twenties, with a group of senior citizens in a class room.
2. Provide a topic of discussion, such as something from the news, local paper or something completely different but that might be of interest to the group.
3. On another day, try to put learners from different nationalities together with the senior citizens (at least 2 days a week).
4. Ask these learners to talk about their culture and daily habits, trying to promote conversations that can go from crime rates to child care.

Reflection/ Evaluation

When people with various ages are brought together, amazing things happen. People who in other circumstances would never have spoken to each other, or would never have met, become friends.

Since it is difficult to have individuals from different generations together within the same space, it is important to create situations such as these. It is also a way to encourage a friendly atmosphere at the school.

The exercise is not always fully accepted because when different groups get together (youths and senior citizens), at first they are polite, but after a while the tendency is to feel some tension.

The elderly get irritated if the learners arrive late, if they wear a cap, have too many tattoos or if they disagree in a manner that the elderly do not feel comfortable with. At the same time the younger learners feel that the elderly patronize them and treat them as children.

Despite the fact that all types of relationships are sometimes difficult to maintain, the overall experience of these meetings is very positive, allowing a learning process to be verified: learn each others' names, greet each other and create a more tolerant environment.

Regarding the international learners, when senior citizens are confronted them, remarkable things happen. Oral communication might be sparse but body language is very vivid. Both groups are interested in knowing more about each other.

The elderly are eager to help and sometimes they invite learners to their homes for dinner or help them with visits to the hospital or meetings they might have with local authorities.

They even babysit and are invited to family occasions like weddings and birthday parties, but the most important thing is the friendship created.

Remarks/Recommendations

This is a way to fill a gap between generations and cultures. There are so many lonely people in the world and if it is possible to help learners feel less lonely, and help them find friends and someone who can be a bridge to *Swedish society* we believe we have made a contribution to democracy and world peace☺.



SUB-COMPETENCE 6

Reflection on Former Learning Experience

Ability to learn from previous learning and life experience through rethinking and making conclusions on what should be changed and planning how to use previous experience in future activities. Reflection involves recalling and describing previous experience, evaluation and understanding, analysis and designing the plan for the application of previous experience.

Objectives

- To remember and to describe past activities
- To describe the context from past activities
- To understand and to evaluate past activities
- To assess what was important in the past activities
- To assess achievement of the goals of activities
- To evaluate efficiency of past activities
- To analyze experience from past activities
- To make conclusions of what was possible to do differently
- To make a plan for the implementation of experience
- To plan strategies and procedures for the implementation of this plan



Method 1

Our Learning Journeys

Method 1

Our Learning Journeys

Goal

To think about learning experiences and share them with peers, connecting these experiences to present learning activities.

Resources

- Paper
- Pens
- Markers
- Glue
- Magazines
- Computers
- Etc.

Group Size

- Undefined

Duration

- Preparation: 1 month
- Presentation: 15 minutes
- Feedback: 5 minutes

Step by step

1. Ask learners to think about their *learning journey*, and create a story (If learners have difficulty guiding questions should be provided.)
2. Ask learners to choose how they would like to present their story: essay format, presentation, poster or digital story. Whichever form they choose, they should be prepared to share their story with others.
3. Once the story of their *learning journey* is complete, learners ask learners to share it with their colleagues.
4. Learners present their story to their peers. (Hardcopies of essays, presentations and

posters, which are made available to the other learners.)

5. After each presentation allow time for discussion and Feedback from peers (5min. /learner).

Reflection/ Evaluation

Learners have a chance to describe and analyse what they have done so far, to assess what has and hasn't worked for them and to connect these results with their present learning activities. It is also an opportunity to share experiences, find similarities and get feedback from fellow learners.

Remarks/Recommendations

Learners are quite ready to share their stories, yet reluctant to include visual material (photos, drawings, etc.), therefore teachers should encourage learners to include these materials in order to make the presentations more attractive.

Encourage learners to analyse and reflect, not simply provide a description of events. If the makeup of the group allows, why not have only one way in which the *learning journeys* are presented?

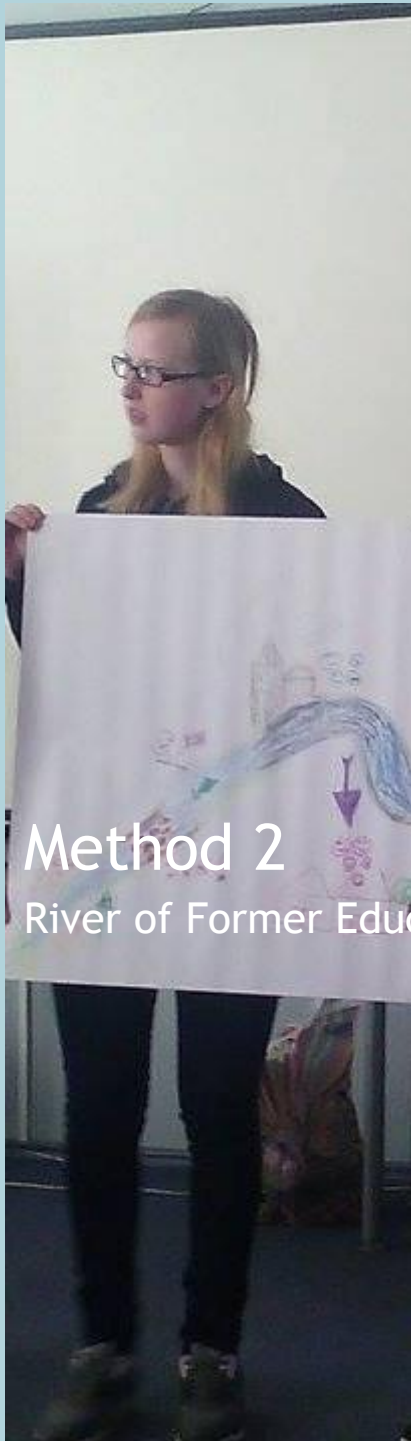
The feedback from others doesn't often tally with the learners' views of themselves. For example, if a learner pointed out that he/she was lazy and didn't have the "*language gene*" the group may not agree, thus providing encouragement for the presenter.

The following questions can be used as a guide:

- What is important to you in the language learning process?
- What are your strengths and weaknesses?
- What techniques, methods, ways of learning have worked best for you?
- Why?
- What are the biggest obstacles for you and how do you manage to overcome them?

Some of the “*journeys*” can be viewed here:

<https://hruenglish.wordpress.com/our-learning-journeys/>



Method 2

River of Former Educational Life

Method 2

River of Former Educational Life

Goal

To reflect on former educational life through the illustration of a painted river that identifies: difficulties, impediments, drawbacks, in addition to positive phases.

Resources

- Flipchart
- Flipchart paper
- White background paper
- Coloured pens
- Coloured markers

Group Size

- 8-10 Adult Learners

Duration

- Elaboration: 45-60 min.
- Presentations: 45-60 min.

Step by step

1. Introduce the activity through the following:
 - A river starts at its spring, goes downhill in curves, passes flowery meadows with cows, stony landscapes, overcomes obstacles such as stones and trees, dirty factory water is added and the river is thwarted by embankments or dams.
2. Before commencing the individual illustrations, ask students to agree with the following: *everything that is shared in the group stays in the group.*
3. Learners elaborate their personal life river (45-60 min.)
4. During the elaboration of the Life River, ask learners to reflect on

their former educational life while painting, focusing on things that helped them to overcome obstacles and continue their life journey.

5. Learners should present their Life Rivers, explaining the meaning of the curves and obstacles shown in the painting. Learners should also share things that helped them get through, "*Now life is better, because...*"
6. After learners have explained their Life River, the teacher should provide a summary of the results on the flipchart: received support and help during difficult times:
 - *What or who supported me in my crises?"* e.g. finding help: therapy, counselling, new start, protected setting for education, don't cross personal lines.

Reflection/ Evaluation

During the painting process, the learners reflect on their educational career. On one hand this is a creative task, but on the other it is also a good detailed reflective moment, because of the focus on support procedures which show a positive outcome. The list and summary can provide orientation for future crises.

Remarks/Recommendations

It is important to be cautious during the presentations, because these should not become therapeutic or too emotional. Try to control the timeframe allowed per learner. Play music to promote a more relaxing atmosphere.



Method 3

Il Biglietto Odoroso (Smelling Greetings Cards)

Method 3

Il Biglietto Oloroso (Smelling Greeting Cards)

Goal

To understand change and plan how to use previous experiences in future activities.

Objective

- To remember and describe a former activity;
- To evaluate the efficiency of the new activity and if it is possible to carry it out differently;
- To make a plan to implement former experiences.

Resources

- 5 Teachers

Group Size

- 20 Adult Learners

Duration

- 10 hours

Step by step

1. Ask learners to fill-in a questionnaire about the activities: perfumed cards.
2. Provide learners with texts about traditional ways of making perfumes, in addition to poems that link perfumes with the chemical composition of perfumes and the anatomy of the breathing apparatus.
3. Now ask learners to design and make greetings cards with the use of vanilla, coffee, spices, perfumed flowers on a sheet of paper.

4. If possible have the learners write greetings expressions in different languages, too.
5. After elaborating the “*smelling card*”, ask learners to evaluate how they can improve the cards through the application of a questionnaire.

Reflection/ Evaluation

The application of this method is short, but very effective. It produced a deep reflection on the experience, and created new confidence. Reflection involved recalling and describing previous experiences and recognizing the new capability in task organization.

Reflection on new capabilities is evident in the second questionnaire, showing the learners new competences.

Remarks/Recommendations

This activity involved 20 prisoners attending the School for Adults (IDA)/S.M.S. “G. Diano” Pozzuoli (NA Italy) inside the Women’s Prison in Pozzuoli (NA- Italy).

The Adult Education Course implemented several activities with this method. The former didactic wealth, the multiplicity of the experience, input, goal and results are described in the “Bigliettone da visita” (Big visiting card) that shows the history of the Adult Courses carried out in the Pozzuoli prison.



Method 4
No Learning without Reflection

Method 4

No Learning without Reflection

Goal

To help learners reflect based on concrete past experiences.

Resources

- Pen
- Paper

Group Size

- 8 to 16 Adult Learners

Duration

- 30 min.

Step by step

1. Introduction

There is no learning without reflection:

Reflection does not come easy/naturally to everyone, for example: some prefer to keep things at a personal level while others are doers and makers. For who is not by nature a *reflectioner*, there may be benefits to occasionally do some exercises to train individual capacity for reflection.

2. Task

Ask the learners to think of a concrete situation, such as their last job interview and think about how it terminated:

- What they asked?
- What you said?
- How you felt: at ease, or not?
- Did you use appropriate language or not?
- Check which point probably had an effect on the outcome of the interview. Ask yourself questions, to draw

conclusions based on possible future improvements and use open questions, because these provide space for research. Open questions usually start with:

- a. What?
- b. Where?
- c. When?
- d. Why?
- e. How?

3. Follow up

- Ask learners what the exercise has brought them
- Give the learners the reading text* on reflection to take home

Reflection/ Evaluation

This exercise works the best when first enough time is given for individual reflection, followed by the exchange of experiences within the group.

Remarks/Recommendations

Do not simply pay attention to the reflection method, but focus more on identifying global success factors.

READING TEXTReflection and self-reflection*

Reflection is an important competence, and especially a common term. When you *google* the term reflect you get as many as 247,000 results. In higher education programs it is expected that you know how to reflect and write for example reflection reports for your portfolio. In higher education programs SPH and MWD reflection is a core competency.

What does reflect mean?

There are many different definitions of reflection. For most it is all about looking back on one's own experiences in order to learn from them.

Reflecting means that you look yourself in the mirror and dwell upon how you work, how you make choices, what skills you use and how it feels.

There are three forms of reflection:

1. Reflecting on personal performance. You'll find yourself dwell on who you are, what your goals are and what your motivation is. This type of reflection can help you to develop your personality.
2. Reflecting on professional conduct. This form of reflection focuses on the methodical. You can thus examine the effects of the methods that you bet.
3. Reflecting on personal professional behaviour within the social context. In this form of reflection you look at the context of your work and actions. Here you wonder what the effect is on the environment, society and the extent to which you are responsible for this.

These three forms of reflection are not always clearly distinguishable from each other; one is closely related to the other. The point of reflection in any case is always you.

Yourself as the Centre

In reflecting you explore your way of operating, but also how you react to a particular situation and how that feels. The latter, you feel is a theme where you have to deal extensively in your way of reflecting. Often we respond with our first impulse to a situation. That means you do not think first before you do anything but act on the basis of your own emotions. It may also be that you work from preconceived views or beliefs which you yourself have in mind. For example, you assume that you are going to work with a colleague who is not very skilled in the work that you have to do, and therefore without thinking about it you have taken over his duties.

By reflecting you:

- Increase your self-knowledge.
- Become aware of the emotions that involve you in certain situations.
- Gain insight into how you act accordingly.

Reflection is a way of learning

There are many different ways to learn. Many people associate learning with the traditional concept of book study. This is knowledge learning. But there are other forms of learning:

- With Knowledge learning comes to recording information and making connections.

- Skills' learning is to improve operations.
- Attitudinal Learning coming to understanding their own behaviour. Norms and values are developed; meetings with others will be explored.

Reflection is a form of learning attitude; it is a way to learn about you. By reflecting you know who you are, what motivates you, what you go off easily on and where there are challenges for you?

How do you reflect?

Reflection is not the same as evaluating

The point of reflection is always to look back and to question oneself about how you are working and behaving and what the backgrounds are.

Tips for reflecting

You can reflect on every situation and every problem that concerns us all. There you can learn a lot, but the caveat is that you will no longer see the trees in the forests and look back endless. Another danger is that you may feel like you're actually doing well - work is going well, there is no criticism from colleagues or your manager - and so you see no reason to reflect.

However, even then it can be very instructive to reflect upon yourself and the way you act.

The following tips can help you to reflect:

- Choose a concrete situation and look back at that specific time and the way you act.
- Reflect regularly and "grid" at least once a

week, preferably in a moment of reflection at a fixed time.

- Ask yourself questions.
- Judge yourself; check what happened before you give a value here.
- Reflect on a methodical manner, for example by asking to follow a list or using a reflection model.
- Reflect not only problematic but also success stories.
- Use feedback from others to reflect from that point.

How do you prove at a job that you are able to reflect?

You are applying for a position as a social worker. Reflection on your own behaviour is one of the requirements for this position. You are realising what that means. To advise people with emotional problems in a proper way you need to be aware of your own emotions.

You are a member of a peer group of social workers. Here you discuss, with colleagues from other organizations, every month a difficult case from practice. Every year, you write a personal development plan and you discuss these in the group.

You can put that in your cover letter. Furthermore you may find it important that you can discuss difficult situations with your future colleagues in a pleasant and constructive way. You decide here if you should ask this in the job interview itself, if you are at least invited to do so.



Method 5

What I have Learnt...

Method 5

What I have Learnt...

Goal

To encourage learners towards lifelong learning, focus on what they have already learnt and help them realise that learning is also possible outside the school.

Resources

- Easel paper
- Markers
- Pens
- Pencils
- White sheets of paper
- Appendix "What I have learnt" (prepared and cut in advance)

Group Size

- Undefined

Duration

- 60 min:
 - Group division & task setting: 5 min.
 - Pair-work: 15 min.
 - Presentation: 10 min.
 - Discussion: 5 min.
 - Individual-work: 15 min.
 - Reflection: 10 min.

Step by step

1. Cut the appendix "What I have learnt" before starting the task, into separate stripes.
2. Explain the task to the learners: It is often said that we learn throughout life. But is it really true? If yes, do we realise what we have already learnt in different life stages and what we can learn in the future? Let's try."
3. Divide the learners into pairs. Each pair gets a task from the appendix "What I have learnt",

markers and a blank sheet of paper.

4. Learners have several minutes to read the task and instructions.
5. Ask learners to complete the task in 15 min.
6. Ask each pair of learners to present the results of their work.
7. Discussion:

As the teacher, start the discussion. In the course of the discussion, he ask various questions, for example: In your opinion, which period of life was the most beneficial for learning? What things are the most important if you want to learn something? What difficulties have occurred while trying and how did you tackle them? Where exactly did learning take place? Do we learn the most important things only at school?

Reflection/Evaluation

Generalization:

We surely learn throughout life. We learn everywhere: at school, at work, in the streets, within the family, in some informal environment, in some courses and so on.

We learn all sorts of things: how to behave in different life situations, how to communicate and cooperate, how to succeed in life and how to tackle the difficulties, how to realise our strong and weak sides and so on.

This exercise is a good opportunity to remember what you have already learnt and what important skills have remained, that you use at work and in everyday life.

Remarks/Recommendations

For a reserve activity, the teacher may have several ideas: what we learn in different periods of life:

- *While being children* - to count, to read, some grammar rules, to respect others and so on.
- *While being schoolchildren* - foreign languages, how to find the information needed, computer skills, creativity and so on.
- *While being adults* - to work with some kind of equipment, to be competent in some field, to tolerate other people's mistakes, to be responsible for our own words and actions and so on.

Imagine yourself as a toddler. Try to imagine what has happened since the moment you opened your eyes, what you have been doing all day, what you have learnt and what you already know. Imagine what you learnt every day when you were a child.

Take a sheet of easel paper and draw yourself as a one-year-old baby and list all the things you have learnt since then.



Imagine yourself as a very young school kid. Try to remember what was going on around you, what you were doing all day, what you already knew and what you learnt day by day.

Take a sheet of easel paper and draw yourself as a first grade kid and name all the things you have learnt since then.



Imagine that you still go to school. Try to remember what was going on around you, what you were doing all day, what you already knew and what you learnt day by day.

Take a sheet of easel paper and draw yourself as a teenager and list all the things you have learnt since then.



Imagine yourself as a college student: you are not a child, but you are not an adult either. Try to remember what was going on around you, what you were doing all day, what you already knew and what important things you learnt then.

Take a sheet of easel paper and draw yourself as a student in his/her late adolescence (under age of 20). Then list all the things you have already learnt.



Imagine yourself as a grown-up person with all his/her experience and everyday joys. Try to remember what is happening around you, what you usually do from dawn till dusk, what you know now and what you learn every day.

Take a sheet of easel paper and draw yourself and list all the things you have learnt till now.





Method 6

Scaffolding: Reflection of Former Learning Experience

Method 6

Scaffolding: Reflection of Former Learning Experience

Goal

Design and test a methodology to teach adult learners how to reflect on former learning experiences by linking a current experience to previous learning experiences (a process called *scaffolding*).

Resources

- Pedagogic kit
- Room
- Computers
- Internet
- Video projector
- Board
- Pencils
- paper

Group Size

- 20 Adult Learners

Duration

- 25h/ Module

Step by step

1. Engagement with pedagogic goals:

Help learners apply past knowledge to new situations, by thinking about thinking (meta-cognition) and remaining open to continuous learning: derive rich meaning from their experiences.

2. Learning how to reflect:

What does a reflection look like, when it really tells you something about the experience? What have I learned from with this situation? What I knew at the beginning is the same/different from

what I know now? What changed?

3. Participation/training:

How can I apply what I have learned with this situation to a future situation? Can this experience be used as a guide?

4. Knowledge and experience:

Help learners develop the habit of reflecting on their own actions and construct meaning from experiences.

5. Building the voices of reflection

Internal voice:

Self-knowledge - What am I thinking? How am I thinking? (Through writing exercises that detail what the learner learned from an experience, such as:

- Letters
- Letters of advice
- Self-interviews: How is my work/attitude the same/different from someone else's work/attitude?

External voice:

Feed-back from others:

- Comments
- Suggestions, etc.

6. Reflective Learning Portfolio Documenting Reflections:

- How did this event/fact change my life? What have I learned from this experience?
- What did I miss/not do in order to have had this experience?
- What other things have I learned which go beyond this event?
- What are the strengths and weaknesses of these learning experiences?
- What could I have done better?

- How does this fact/event contribute towards my personal and professional training?
- What is the relationship between this fact/event and who I am today, as a person/professional?
- What is the relationship between this fact/event and the development of key-competencies?

Remarks/Recommendations

The teacher/ facilitator is someone who should act as an intermediary between the learner and the learning experience, guiding each learner through a strategic way, so that the learner is able to construct meaning from the content learned and apply this to other contexts and settings.



Method 7
Check-in

Method 7

Check-in

Goal

To think about a positive learning experience

Resources

- Chair
- Candle

Group Size

- 10 to 15 Adult Learners

Duration

- 20 min.

Step by step

1. Put chairs in a circle. One chair per person.
2. Place your feet on the floor and your hands on your knees.
3. Close your eyes or look at a point in the middle of the circle.
4. Pay attention to your body and take deep breaths.
5. Think about a positive learning experience:
 - Where were you?
 - Were you together with someone?
 - How old were you?
 - Was it summer, winter, spring or fall?
 - What happened?
 - What did you achieve?
 - How did you feel afterwards?
6. Remain seated for a minute and picture yourself in the learning situation.
7. Take a deep breath.
8. Open your eyes slowly.
9. Remember the positive feeling you just had.

Reflection/ Evaluation

Most adult returners have a bad experience with school. Some were bullied and lack self-confidence. Others had a problem concentrating and were not mature enough to appreciate learning and knowledge. As a teen-ager there was too much going on around them that stole their attention. For some learners it is complicated to be put together in large classes with people they do not know or have not chosen themselves. They are scared and to skip school seems like a good idea. When we asked the learners about a positive learning experience they came up with things like: when I learned to ride a bike, learned how to swim or when he/she could read for the first time. A learner shared about the time when he spent seven years trying to reach a higher level in the computer game he played. And yet another when he passed his driver's test. We can see smiles on people's face when they think about these situations, but we want them to remember the positive feeling every time they enter a classroom.

Remarks/Recommendations

Play some soft music in the background. Light a candle and put some flowers in the centre of the circle. Since there are always learners who feel insecure if they close their eyes, these can instead concentrate on the lit candle or the vase filled with flowers that is placed in the middle of the circle.

This exercise is very similar to mindfulness exercises. It is a way to let the learner let go of everything around them and come in contact with their feelings. If anyone starts to cry that is fine. Give them a tissue and do not comment.

Note: If you are mentally stable and have decided that you really want your academic life to be successful, then it is important to boost yourself with positive memories and energy.

Closing Remarks

These activities were great in getting learners to think about how they would react or respond to various situations that may arise upon their return to school and though out their lives. It also helped them to recognize that learning to learn can entail a lot more than just showing up for class. They began to recognize the: importance of learning to learn, time management, motivation and self-esteem, organizing information, teamwork, reflection on former learning experiences, are all crucial components towards success both in the classroom and outside of the classroom.

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Partners

Leading partner:



Lithuanian Association of Adult Education



Estonia, Eesti Vabaharidusliit



Germany, Stephansstift Zentrum fuer Erwachsenenbildung



Italy, ARACNE associazione di promozione sociale



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