

SENIORS FOR EDUCATION - lifelong learning for intergenerational education

TRAINING PROGRAM FOR SENIORS TRAINERS AND AMBASSADORS



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SENIORS FOR EDUCATION - lifelong learning for intergenerational education

MODULE NO 1 Basic Trainer Skills

**A guide for senior organizations and
adult trainers**

SCENARIO OF THE TRAINING MODULE

GENERAL INFORMATION

1. The main goal of the training module
2. Specific educational goals
3. Methods applied
4. Didactic aids
5. Timing of the module



Communication Techniques

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
Introducing yourself, the training course and the students to each other	After this part of the module the trainers and trainees will have the basic skills and methodology to introduce themselves and the course as well as some examples of icebreaking exercises.	<p>1. Get to know each other</p> <p>Talk about yourself</p> <p>a) What characteristics do you want to convey about yourself?</p> <p>b) Among other things, you probably want the students to get a sense of your motivations, your qualifications for teaching, how formal/informal you want to be, and how available you will be to the students.</p> <p>c) Consider talking about your interests as they relate to the course, in order to establish yourself as an authority, and to make to course more relevant.</p> <p>d) Talk about the best ways to reach you (e.g., phone, email) and your office hour preference (e.g., set hours, open door, make an appointment).</p> <p>e) What do you think students are trying to figure out about you?</p> <p>f) What should you be careful not to say?</p> <p>g) Students do not need to know everything about you. In particular, it is not helpful to say you've never taught the course before, or that it is your least favorite course to teach, or to disclose any irrelevant personal information that can undermine you in the eyes of your students.</p>	Video with some icebreaking activities	1hr

<p>Introducing yourself, the training course and the students to each other</p>	<p>After this part of the module the trainers and trainees will have the basic skills and methodology to introduce themselves and the course as well as some example of icebreaking exercises.</p>	<p>2. Introducing the training program and techniques</p> <ul style="list-style-type: none"> a. Clarify learning objectives and your expectations. b. Clearly laying out expectations orients the students toward the kind of effort, learning, performance and classroom behaviors you expect from them. c. Any prerequisites in terms of previous knowledge? d. Some of your basic expectations from them: punctuality, ways of working together as a team, ways of participating, how to seek help when needed. e. Share some advice f. Motivate them by explaining the personal gain they will get from the course. <p>3. Icebreaking exercises</p> <ul style="list-style-type: none"> a. Help students learn about each other: the classroom is a social environment, so it is helpful to begin the social dynamics in a productive way to foster a collaborative environment. b. Icebreakers raise the energy levels and get students comfortable. <p>Introducing each other</p> <ul style="list-style-type: none"> 1. Breaking the ice through moving activities: <ul style="list-style-type: none"> a. This or that: In this activity students move to a particular side of the room to represent their opinions on a certain topic. Yes or no, true and false? 2. Small groups speaking activities <ul style="list-style-type: none"> a. Two truths and a lie: students write down three sentences with information 	<p>Video with some icebreaking activities</p>	<p>1hr</p>
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<p>Introducing yourself, the training course and the students to each other</p>	<p>After this part of the module the trainers and trainees will have the basic skills and methodology to introduce themselves and the course as well as some example of icebreaking exercises.</p>	<p>a. about themselves, however, one must be a lie. Other students then ask them follow-up questions to discover which statement was a lie. It is also a great way seniors to give information about themselves.</p> <p>b. Three things in common: Small groups must identify three things that they have in common with each other – the stranger, the better. Put prompts on the board if you would like, then give students time to talk. Later, students report back and vote on which group has the strangest three things in common.</p> <p>3. Open class speaking activities</p> <p>a. Candy pass: Give each student a small handful of colored candy (such as Skittles). Tell the class that a question has been assigned to each candy color. Write these on the board, considering having a mix of serious and more humorous questions such as:</p> <ol style="list-style-type: none"> 1. Blue: Would you rather be a tiny horse or an enormous chicken? Why? 2. Red: What is your ideal job and why? 3. Green: Tell the class about your house and who lives in it. 4. Yellow: What are three countries you would like to visit and why? <p>Let your students to get to know you Five of anything: the trainers will be given a topic so they can ask a list of five of your favorite things</p>	<p>Video with some icebreaking activities</p>	<p>1hr</p>
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		<p>on that topic. The topics can be:</p> <ul style="list-style-type: none"> ◦ Five of books ◦ Five of movies ◦ Five of foods ◦ Five of languages ◦ Five of spices 		
<p>Communication Techniques: Listening and communication skills.</p>	<p>After this part of the module the trainee will:</p> <ul style="list-style-type: none"> • Have a general understanding and a set of tools that will help them communicating with children, both listening and talking. • Have examples of positive communication that they can apply in a classroom context. 	<p>1.Trainers introduce how the communication works, and what is important to pay attention to.</p> <p>2. We all talk to children, but do we talk in the right way, is our speech respectful, is it positive, do we pay attention to our words?</p> <p>The words we use often shape our future, as they are the thread that binds our experiences together.</p> <p>So, it seems vitally important to pay attention to the words we use in our communications, especially when talking to children.</p> <p>We have divided these tips into two areas:</p> <ul style="list-style-type: none"> • Listening • Communicating <p>3. Trainers present strategies for communication with children</p>	<p>Background videos</p>	<p>1 hr</p>
		<p>Strategies for communicating with children:</p> <p>1.Listening:</p> <p>a. Children who feel listened to feel cared for.</p> <p>b. The act of listening is conveyed through verbal and non-verbal communication.</p> <p>i. Look them in the eye.</p> <p>ii. Nod as they talk to you.</p>		

<p>Introduction to the concept of limiting beliefs</p>	<p>After this part of the module the trainee will:</p> <p>Have a general awareness of what limiting beliefs are.</p> <p>The senior trainee will be attentive to them and will try to avoid creating new ones.</p>	<p>iii. Stop what you are doing and give your full attention to what they are saying to you.</p> <p>iv. Don't interrupt when they are talking, wait until they are finished to speak.</p> <p>v. Smile when appropriate.</p> <p>2.Talking:</p> <p>a. Here are some tips for speaking in positive way:</p> <p>i. Reflect before you speak.</p> <p>ii. Remember when you were their age.</p> <p>iii. Reflect on your words. Speak to them and not at them, i.e. do not focus the communication on yourself.</p> <p>iv. Ask open questions (questions that are not answered with a yes or no), such as: how? tell me? what do you think about?</p> <p>v. Respond clearly and directly to their questions.</p> <p>3. Avoid directional communication:</p> <p>a. ME instead of YOU messages.</p> <p>b. Instead of saying you misbehave...try saying...I feel worried about....</p> <p>c. Give importance to the positive, try using positive words like good, great, go ahead.</p> <p>d. Avoid ordering, rejecting, bossing, criticising or judging.</p> <p>4. Avoid Creating Limiting Beliefs</p> <p>Having negative thoughts limits learning abilities. Phrases such as "You'll never succeed", "You're a disaster" or "You do everything wrong" are expressions that people often use to talk about others or themselves.</p> <p>These limiting beliefs penetrate the consciousness of learners and mark their emotional memory, become sedimented and condition the path of their lives.</p>	<p>A teacher giving examples on communication skills</p> <p>How to use communication in the classroom</p> <p>https://www.positivediscipline.com/articles/listening-skills-teachers</p> <p>Communication Checking List, please see Annex 1</p>	<p>1hr</p>
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<p>Introduction to the concept of limiting beliefs</p>	<p>After this part of the module the trainee will:</p> <p>Have a general awareness of what limiting beliefs are.</p> <p>The senior trainee will be attentive to them and will try to avoid creating new ones.</p>	<p>5. Use powerful words</p> <p>Words have power. They perpetuate or modify beliefs and therefore determine behaviour.</p> <p>Such words work like projectiles, penetrating people's consciousness, leaving their emotional memory and slowly sedimenting and conditioning the path of their lives.</p> <p>Some examples of these:</p> <ul style="list-style-type: none"> • Avoid labels that pigeonhole learners: Change 'you are a disaster' to 'I encourage you to try the exercise again'. • Avoid generalizations and absolutes such as: always, never, all or nothing, you never listen, you are always absent-minded. • Avoid the imperative that encourages emotional repression. • Don't be so sensitive. Vs Did my words upset you? • Can you tell me what you think without disrespecting me? • Speak in the affirmative: Say what you want from this person instead of what you don't want: Instead of saying don't do one thing, it is better to say do this other thing. • Apply the principle of responsibility: Invite them to use words that make them responsible and to establish stronger and more committed relationships. • Increase the use of questions and ask students to explain in their own words what they have learned. • Use inclusive language, avoiding all phrases that imply gender discrimination or could be seen as derogatory to race, culture or religion. 	<p>A teacher giving examples on communication skills</p> <p>How to use communication in the classroom</p> <p>https://www.positivediscipline.com/articles/listening-skills-teachers</p> <p>Communication Checking List, please see Annex 1</p>	<p>1hr</p>
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<p>Introduction to the concept of limiting</p>	<p>After this part of the module the trainee will:</p> <p>Have a general awareness of what limiting beliefs are.</p> <p>The senior trainee will be attentive to them and will try to avoid creating new ones.</p>	<p>5. Use powerful words</p> <p>Words have power. They perpetuate or modify beliefs and therefore determine behaviour.</p> <p>Such words work like projectiles, penetrating people's consciousness, leaving their emotional memory and slowly sedimenting and conditioning the path of their lives.</p> <p>Some examples of these:</p> <ul style="list-style-type: none"> • Avoid labels that pigeonhole learners: Change you are a disaster to I encourage you to try the exercise again. • Avoid generalizations and absolutes such as: always, never, all or nothing, you never listen, you are always absent-minded. • Avoid the imperative that encourages emotional repression. • Don't be so sensitive. Vs Did my words upset you? • Can you tell me what you think without disrespecting me? • Speak in the affirmative: Say what you want from this person instead of what you don't want: Instead of saying don't do one thing, it is better to say do this other thing. • Apply the principle of responsibility: Invite them to use words that make them responsible and to establish stronger and more committed relationships. • Increase the use of questions and ask students to explain in their own words what they have learned. • Use inclusive language, avoiding all phrases that imply gender discrimination or could be seen as derogatory to race, culture or religion. 	<p>A teacher giving examples on communication skills</p> <p>How to use communication in the classroom</p> <p>https://www.positivediscipline.com/articles/listening-skills-teachers</p> <p>Communication Checking List, please see Annex 1</p>	<p>1hr</p>
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Organisation Skills

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
Introduction to basic organization skills that the senior trainees can use to organize the training and to teach them how to organise themselves.	<p>After the training, the trainee will:</p> <ul style="list-style-type: none"> know how to divide tasks into smaller steps. make check and to do lists. improve calendar management skills. be able to establish daily routines. be able to teach children how to use organisers. know some tips: Use colour coding, fun memory cards, organise a work space and help children to think ahead. 	<p>Break tasks into chunks</p> <p>Help children break school projects or tasks into smaller, more manageable steps.</p> <p>This will help show the children that projects have a beginning, middle and end, which can make them feel less overwhelming.</p> <p>For example, if the children were at home and their nightly chore was to clear the table, you would explain: First you should scrape leftovers into the garbage, then load the dishes into the dishwasher, then wipe the counters...likewise for tasks in a classroom context.</p> <p>Make checklists and to-do lists</p> <p>Once children know all the steps involved with a particular task, help them add it to an overall to-do list.</p> <p>Include regular homework and chores on the list.</p> <p>Encourage them to keep the list in a place where they will see it often and to check off accomplishments as they go. They might create it using a smartphone app, write it on a dry-erase board in their bedroom or print out a list to carry around with them throughout the day.</p> <p>Teach calendar and time management skills</p>	<p>For more tips and examples, please refer to annex 2 (extensive list of general tips)</p>	1hr

<p>Introduction to basic organization skills that the senior trainees can use to organize the training and to teach them how to organise themselves.</p>	<p>After the training, the trainee will:</p> <ul style="list-style-type: none"> • know how to divide tasks into smaller steps. • make check and to do lists. • improve calendar management skills. • be able to establish daily routines. • be able to teach children how to use organisers. • know some tips: Use colour coding, fun memory cards, organise a work space and help children to think ahead. 	<p>Encourage children to write down important tasks in a digital calendar or on a paper one.</p> <p>Then help them estimate how much time each task will take. After they complete the tasks, ask whether the time estimate was accurate or not.</p> <p>If needed, suggest adjustments for next time. It may also help to have children write the due date directly on school assignments.</p> <p>Establish daily routines</p> <p>Creating a regular schedule can help children learn what to expect throughout the day.</p> <p>Use picture schedules, clocks and other time management strategies.</p> <p>Introduce idea organizers</p> <p>Show children how to use outlines, graphic organizers or concept webs to organize ideas for school projects.</p> <p>Encourage them to take class notes in two columns, using a narrow column on the left for main ideas or questions and a wide column on the right for all the details.</p> <p>Later, when children are doing a short assignment, they can look at what's in the narrow column to review the big ideas and see if they can use those details.</p> <p>Use colour coding</p> <p>Suggest that children use coloured pens to help shift from the role of</p>	<p>For more tips and examples, please refer to annex 2 (extensive list of general tips)</p>	<p>1 hr</p>
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<p>Introduction to basic organization skills that the senior trainees can use to organize the training and to teach them how to organise themselves.</p>	<p>After the training, the trainee will:</p> <ul style="list-style-type: none"> • know how to divide tasks into smaller steps. • make check and to do lists. • improve calendar management skills. • be able to establish daily routines. • be able to teach children how to use organisers. • know some tips: Use colour coding, fun memory cards, organise a work space and help children to think ahead. 	<p>writer to the role of self-checker and editor.</p> <ol style="list-style-type: none"> 1. Create fun memory aids: <ol style="list-style-type: none"> a. Show children how to create their own silly sentences, songs, acronyms or cartoons to remember information. (One popular mnemonic, “Never Eat Soggy Waffles,” helps kids remember north, east, south and west.) They can use these memory aids for anything from preparing for an exam to recalling their locker combination. 2. Create an organized work space in the classroom with the help of the main teacher. <ol style="list-style-type: none"> a. Set aside a space where children can work without interruption. b. It might work best if you walk around the classroom to check whether the children need your assistance. c. Keep school supplies and technology such as calculators, tablets or laptops nearby. 3. Help children think ahead. <ol style="list-style-type: none"> a. Before ending the session, review plans for the next day with them. b. This can make them feel more secure. c. Together you can plan what their schedule will look like. 	<p>For more tips and examples, please refer to annex 2 (extensive list of general tips)</p>	<p>1 hr</p>
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Some teaching Techniques

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
Some basic techniques on how to deal with pupils, questioning and providing recognition	<p>Develop respect with the pupils</p> <p>Basic types of assessments</p> <p>Some suggestions on effective questioning, reinforcing effort and providing recognition</p>	<p>1. Know Your Pupils and Earn Their Respect</p> <ul style="list-style-type: none"> Try to understand their learning needs. Relationship of mutual respect. Take time to get to know them the first time you meet them. Try to understand their motivation. Their learning barriers. Some children may need one to one tuition. Be attentive to special needs. Know their hobbies and interests. <p>2. Appropriate use of Summative and Formative Assessments</p> <ul style="list-style-type: none"> Summative assessment takes place at the end of each session. Formative assessment take place at the end of the programme. They are meant to assess the learning rather than capacity. <p>3. Explicit Instruction</p> <ul style="list-style-type: none"> Using problem-solving situations to learn more about the subject / topic. The teacher remains silent and does not get involved in order to not distract them from the situation they are trying to solve. Students normally work in pairs. <p>4. Effective Questioning Techniques</p>	<p>Background video</p> <p>Some teaching techniques</p>	45 minutes

Some basic techniques on how to deal with pupils, questioning and providing recognition	<p>Develop respect with the pupils</p> <p>Basic types of assessments</p> <p>Some suggestions on effective questioning, reinforcing effort and providing recognition</p>	<ul style="list-style-type: none"> • “Are you sure?” and “How do you know?” encourage pupils to engage in some basic critical thinking to establish how confident they are in an answer and why, while others such as “Is there another way?” help to highlight where multiple methods to derive a solution may exist. • How do you know that answer is right? • What do you need to do first to answer that question? <p>5. Reinforcing Effort / Providing Recognition</p> <ul style="list-style-type: none"> • Helping pupils make a link between putting effort into a task and receiving recognition is an important step in developing a classroom environment that fosters active learning. • Encouraging pupils to put more effort into activities only goes so far without something to provide them with the motivation to do so. Praise and recognition are motivators that pupils are already familiar with; shifting them from being correct to giving full effort can be highly effective. 	<p>Background video</p> <p>Some teaching techniques</p>	45 minutes
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Coping with difficult situations – Problem solving

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing

Some techniques on coping with tricky situations in the classroom	Problem solving methodology	<p>Problem-Solving Steps:</p> <ul style="list-style-type: none"> • Ignore it. (It takes more courage to walk away than to stay and fight.) • Do something else. (Find another game or activity.) • Leave long enough for a cooling-off period, then follow-up with the next steps. • Talk it over respectfully. Respect is important for children too. • Tell the children how you feel. Let them know you don't like what is happening. • Listen to what they say about how they feel and what they don't like. • Share what you think you did to contribute to the problem. • Tell the children what you are willing to do differently. • Agree together on a solution. For example: <ul style="list-style-type: none"> ◦ Work out a plan for sharing or taking turns. ◦ Apologize. ◦ Ask for help if you can't work it out together. ◦ Put it on the class meeting agenda. (This can also be a first choice and is not meant as a last resort.) ◦ Talk it over with a parent, teacher in charge, or a friend. 	<p>Background videos</p> <p>Ignores Secondary Children's Behaviour</p> <p>Use the Power of Name</p> <p>Blame the Policy</p> <p>The 3 d's of Behaviour</p> <p>Keep it Private</p> <p>Lessen the Sense of Threat</p> <p>Send a trusted child to get help</p> <p>Remove the class for the situation</p>	45 minutes
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Grabbing Children's attention

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing

<p>Basic skills on how to get children's attention and engagement. How to give instructions</p>	<p>How to reach out and be welcoming.</p> <p>How to get pupils attention.</p> <p>How to give basic instructions</p> <p>How to be attentive to their body language.</p>	<p>1. Reach out</p> <p>Rather than calling out to a child across the room, stop what you are doing and go to the child. Position your body at the child's level and ask him to look at you before you begin your discussion. Speak in a firm but nonthreatening voice.</p> <p>2. Use attention grabbers</p> <p>Appeal to children's senses with motivational devices that have varied colours, textures, shapes, movements, smells, or sounds to help them focus. Use warm, soft colours and provide an orderly environment for children who may become overly stimulated.</p> <p>3. Be playful</p> <p>Gain children's attention with a dramatic voice, by putting on a sensational hat, or playing a clapping game. Also, try holding up a secret hand sign for children to duplicate or rolling a ball to different children to keep them alert.</p> <p>4. Be welcoming</p> <p>Use children's names to get their attention. Engage children with your facial expressions, such as smiling and making eye contact. Use your body language to convey warmth and acceptance.</p> <p>5. Describe what you see</p> <p>Get children's attention by labeling objects or activities, and pointing out similarities and differences. Ask them questions to get them to look at the item and focus on the activity.</p> <p>6. Be clear and specific</p>	<p>Basic skills on how to get children's attention and engagement. How to give instructions</p> <p>Basic skills on how to get children's attention and engagement. How to give instructions</p>
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<p>Basic skills on how to get children's attention and engagement. How to give instructions</p>	<p>How to reach out and be welcoming.</p> <p>How to get pupils attention.</p> <p>How to give basic instructions</p> <p>How to be attentive to their body language.</p>	<p>Children are more likely to hear your requests and pay attention when it is clear what you want them to do. Keep directions short and simple.</p> <p>7. Give timely tips</p> <p>Allow children time to process your requests for their attention and follow the directions given. Consider that afternoons are low energy times for many children and it may take longer to process attention-getting techniques.</p> <p>8. Be aware of temperament</p> <p>Some children can be easily distracted and/or exhibit impulsive behaviour. When this is the case, speak calmly, use one-step directions. Other children are more reflective and may need a five-minute warning before they can attend to the next project.</p> <p>9. Look at learning styles</p> <p>Be alert to which attention-getting signals work best for children's learning styles. For visual learners, try blinking the lights or raising your hand. For auditory children, sing a song to begin some sessions. For tactile students, squeeze a child's hand or pass an object around the circle.</p> <p>10. Keep groups small</p> <p>If you have difficulty gaining children's attention, try working with a small group or one-on-one. Giving children your undivided attention lets them know you care and that what they are saying is important.</p>	<p>Basic skills on how to get children's attention and engagement. How to give instructions</p> <p>Basic skills on how to get children's attention and engagement. How to give instructions</p>
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Videos for Reference:

- Do skills kill creativity?

https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity

- Other educational and inspirational videos:

<https://www.ted.com/talks?sort=relevance&topics%5B%5D=education&q=children>

- Tools for Teaching:

<https://www.teachstarter.com/au/resource-type/timetables/>



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ANNEX 1

Communication Checking List



The Goal:

Why do you need to communicate?

Ask yourself (and others, if appropriate) what you're trying to accomplish and what you hope to get out of your communication.

Your answers should guide who, what and how you communicate.



The Audience:

Think about the age of the learners you are addressing.

Knowing who your target audience is and what their communication preferences are will help you define how you will communicate with them (think about language, tone and medium).



The Message:

What do your students need to hear or understand?

Try to focus on two or three key messages.

Ask yourself: "If nothing else, I need my audience to hear THIS".

If you identify what "this" is, you are more likely to stay focused and deliver a clear message.



The Medium:

What is the best way to get your message across? Think about the learning channel(s) you're going to use.

What medium is most likely to support your training goals and reach your audience?

Is your message delicate or complicated?



The Next Steps:

What do you want your students to do?

If you need them to do something, be sure to articulate next steps and a clear call to action.



The Feedback:

How are you creating room for conversation?

You want your audience to know they can talk to you.

How else will you gather feedback and ensure your communication goals are being met?



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ANNEX 2:

100 CLASSROOM ORGANISING TOOLS



New Uses for Old Things

1. Empty Tissue Box

You always need plastic bags for sending home art projects and wet clothes. Tame that unruly mess that seemingly multiplies under your desk with an empty tissue box to keep bags corralled and ready for use.

2. Post-it Notes

Are the keyboards in your classroom frighteningly grimy? Run the sticky side of a Post-it between the keys to pick up crumbs and dust. Then finish up with slightly dampened cotton swabs.

3. Address Stickers

Brand anything as yours — classroom library books, rulers, staplers — with a return-address sticker, and they just may stick around.

4. Mittens

Put off-duty mittens to work as scissor guards. One classroom we saw had a clothesline of mittens to store scissors, dry-erase markers, and extra pencils. So cute!

5. Six-Pack Carton

Transform a six-pack soda carton into a supply tote that's perfect for storing items for group work, tools for outside science exploration, or art supplies for each table of four or six students. Refreshingly simple.

A graphic with the word 'REUSE' in large, bold, black capital letters. Below the text, a hand is shown holding a white marker, with a black line drawn underneath the word.

Terrific Timesavers

6. Keep Track of Your Time

Figure out where your time really goes. Keep a log for a few days noting how long you take to accomplish each task. Then, once you've identified "time robbers" like procrastinating or disorganization, create a more efficient strategy for tackling work.

7. Number Line

Assign each of your students a number. Then have them write their name and number on every paper. It makes assignments easy to keep track of and grades quick to enter. –Marilyn Ruzick

8. Label Everything

Place labels and photos on shelves and containers. It will make cleanup quicker and you won't have to field a thousand questions a day about where things go!

9. Velcro Your Walls

I use Velcro dots to attach posters to the walls. I attach the Velcro in the same spots on every poster (six inches from the center on both sides). This makes changing posters fast and easy — and I do it far more often. –Doranne Koval

10. Copy That List!

Make 50 copies of your class list at the beginning of the year. They will be useful for so many things — quick classroom games, a reference for substitutes, notes on behavior during an assembly, or field trip checklists.

11. Traffic Patterns

To start the year, I tape down paper footprints on the floor to teach the traffic flow I want in my classroom. It reduces conflict and saves minutes of learning time every single day. –Shannon McGovern.



Ingenious Organising Tools

12-22

You might be surprised at the "free" organizing tools you can find in your attic, basement, or at least at a neighbour's garage sale.

- Vases
- Baskets
- Tackle boxes
- Silverware trays
- Muffin tins
- Oatmeal canisters
- Photo boxes
- Cookie jars
- Old suitcases
- Metal lunchboxes
- Mason Jars and tin cans

Rethink Your Room

23. Instant Maths Center

So you don't have the cash for Cuisenaire rods and other maths tools, but you do have kitchen cabinets. Pantry staples like pasta shells and lima beans are perfect for hands-on maths work and patterning.

24. Reflections

Is your room gloomy? Hanging mirrors or even reflective wrapping paper opposite the windows can really brighten things up! –Frankie Frasure.

25. Shower Gallery Space

Have an ugly wall? Hang a couple of sheets of shower paneling from a home store and let the kids write or draw! Invite the kids to be creative on a theme you are studying in class, whether it's oceans or Pilgrims. – Christina Vrba.

26. Hide It Away

Ugly storage area? Hit the fabric store and look for a bright fabric or remnant. Use safety pins to hang kids' work or to make it into a word wall. –Robin Shaw.

27. Colour Your World

Every interior designer knows the quickest (and the cheapest) way to overhaul a room is a can of paint. You could ask parents or teens to volunteer to help! –Peggy Collrin.

28. That Holiday Glow

I repurposed extra Christmas tree lights by running them along the window sill and around the bookcases in my classroom. I don't light them all the time, but it's always a pick-me-up for the kids when I do! –

Mary Jo Pick

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Just for Fun

29. Quack the Days

I have a huge collection of rubber ducks we use to count the days of the school year. We remove one from the windowsill each day. They add colour and some fun to my classroom. –*Stacey Telgren*

A More Peaceful Classroom

30. Soften the Lights

I like to find extra floor and table lamps at junk shops and turn off the overhead fluorescents. It makes my classroom more homey and reduces stress. –*Amy Hoand*

31. Reduce Clutter

Weed out all unnecessary clutter. Use crates and baskets for those things you want out of sight but handy when needed.

32. Bring Nature Inside

Plants (whether a real indoor garden or silk palms and ferns) add that soothing touch of green. And they're a boon for science study!

33. Collect It

Simple nature collections (stones, shells, pinecones, rocks) engage kids' curiosity and can be inspiration for writing, maths, and art.

34. Listen Up

I often play classical music, jazz, and nature recordings in my classroom. We listen to the ocean while we do maths, or the cello during reading. –*Sarah Kal*

35. Lower Your Voice

Sometimes the best way to get and keep kids' attention is to say less and say it very quietly. You set the tone.

Free (or Almost Free) Supplies

36-38

Too many teachers spend their own hard-earned cash to outfit their rooms. Here are a few websites you can count on.

- Freecycle.org: A nonprofit site where you can give (and get) stuff free in your own town. Great for kids' books, extra furniture, even a DVD player. Be sure to let people know you are a teacher!
- Donorschoose.org: A well-respected organization connects donors with classrooms in need. Any teacher can sign up!
- Paperbackswap.com: Refresh your library with this book swap site. Give away books that aren't working for ones that will!



Tame That Paperwork

39. Paper Keeper

An empty wine bottle carton wrapped in a recycled map makes a perfect mailbox.

40. Start at the End

I have a calendar for the entire year. I take notes on major themes, brainstorm books, then I break down each book into themes and skills. I count the days and work backwards to fit it all in. –*Diana Kennedy*

41. In and Out Boxes

On a bookshelf by the door of my middle school classroom, I have six sets of In and Out boxes. They are arranged in pairs and labeled by period. Kids turn their work in to the top bin and pick it up from the bottom bin. It keeps the clutter off my desk! –*Miranda Wicker*

Keep Tech Organized

42. Tangles of Wires

Slip wires through two or more empty paper towel tubes to contain them. For an even better look, have kids cover them with colored paper first.

43. Junior IT Help

Assign some tasks to students. They can position equipment, connect the projection device, log in, open the browser, and you're ready to go!

44. Share the Computer Space

Create groups of three students: keyboard operator, mouse operator, and director/recorder. In a crowded area, the director/recorder student can stand behind the other two and give the directions. Rotate roles every 5-7 minutes.

Manage Volunteers

45-54

Having volunteers in your classroom is a great gift, but it's also a lot of work. Here are some quick tips:

- Be clear about needs
- Set boundaries
- Give clear directions
- Respect their time
- Schedule in advance
- Make room for dads
- Give praise
- Vary the opportunities
- Use parents' talents
- Have kids say thanks!



Art Is Messy, So Is Life

55. Tempera

Sure it's washable, but it's still hard to remove from carpets. If you have a spill, first let it dry. Scrape away any loose paint. Next, use a clean cloth to blot the stain with white vinegar. The dye should begin to transfer to the cloth.

56. Instant Art Centers

Have some extra cookie sheets? If not, ask your friends. Nothing is better for keeping cut-and-paste projects contained. The edges keep all those scraps of paper on the tray instead of on the floor. *-Amanda Freeman*

57. Bingo!

Kids love to paint, but brushes can be hard to control for small hands and the cleanup is extensive. Use bingo stamp bottles filled with liquid watercolor and cleaning is a breeze.

58. Too Much Art

So much artwork, so little wall space. When kids' work piles up, take photographs of their masterpieces and post them on your website, or make them into an inexpensive photo book. (Try [Shutterfly](#) or [Snapfish](#).)

59. Glitter

Transfer the sparkly stuff into recycled salt and pepper shakers. (Little hands find them easier to control!)

60. Save the Brushes

Extend the life of your brushes by putting them away clean and dry. Have students wash brushes with soap and water and then stand them to dry in jars filled with popcorn or lentils. The jars will catch any drops.

Fight Germs

61-69

A five-minute daily clean routine can help keep the germs at bay and your classroom gleaming. Have your helpers of the day use disinfectant wipes to scrub down these hot spots:

- Desktops
- Countertops
- Light switches
- Doorknobs
- Keyboards
- Cabinet handles
- Drawer pulls
- Faucets
- Water fountains



Online Organization Tools

70. The free personal organization tool RemembertheMilk works online and with mobile phones.

71. To accomplish a task or form a new habit, set goals on the app Coach.me. A community of people with similar aims will motivate you and keep you accountable.

72. Google Docs let you share work online and access your documents from anywhere.

73. Mommytracked has dozens of downloadable forms for work and home.



Keep Transitions Fun

74. Ring, Ring

Sounding a small bell or chime brings my class to order much more effectively than me trying to talk over the noise. –Melissa Valencia

75. Time for Talk

I let my first graders have quick "chat breaks" of a minute or two. When it is time to get back to work I count down slowly from five. –Suzanne Gerczynski

76. Attention, Please

I use wooden castanets, a New Year's horn, or a wooden train whistle. They enjoy the surprise! –Ann Trastevere

77. Brain Break

Between activities, have kids take turns acting out a fun or silly thing (e.g., catch and reel in a fish, hit a home run and then cheer for yourself). –Jordan Anderson

78. Downward Dog

If our lesson is longer than 30 minutes, we take a quick yoga break: strike a pose and do some breathing to get the blood circulating. –Heather Burch

79. Dance Party

After a period of intense focus, I transition with a One-Minute Dance Party. We play fast dance music. They know at the end of the minute they need to be ready to do what's next. –Nancy Hodges Barlow

80. Sign It!

I teach my kids the sign language alphabet! If we have to wait outside the music or library room door, we can silently practice our spelling words using the ASL alphabet. –Erin Harper

Make Lesson Planning Easy

81. Break it Up

I break my lesson plans into half-hour chunks to make sure we use every minute. –Kathie Gilbert

82. Standards First

Start with what you'll be testing (the standard), then plan how the students will demonstrate it. From there, plan how and what you'll teach them. –Jolene Wagner

83. Sticky Notes

I write my schedule and lesson plan ideas on Post-it notes because nothing goes exactly as planned. This way I can move things around. –Sara Griffin

84. Style Code

I place a letter (A=Auditory, V=Visual, K=Kinesthetic) by each lesson plan idea to keep track of learning styles. –Elena Beehler

85. Maths on Monday

Try to plan one subject's lessons for the next week each day. On Tuesdays, plan social studies, etc.



Keep Kids on Track

86. Picture It

I write the daily schedule on the board with picture cues. –*Laurel L. Wodrich*

87. Kitchen Timer

Multipurpose tool of the gods. Use it for transitions, group time, journaling, cleanup time.

88. Tell Kids What They Should Do

Rather than telling them what they should not do, this simple twist on how to give directions may revolutionize how you communicate with your students.

89. Teach Study Skills

Never assume kids know how to study. Teach them how to review a chapter.

90. Morning Mail

Set two trays near your desk, one for money (lunch, book orders) and one for parent notes. Check them quickly during morning work.



Organize Your Library

91. Student Librarians

Every year, I have my first graders sort our books according to the categories that they think are important. They always know what books we have. –*Jamie Chaffee*

92. Library Cards

When students borrow a book, have them write the name of the book on an index card and place it in a pocket chart. Later they can write about the book on the back on the card.

93. Market Your Books

Use bookstore tricks! Front-face books you'd like them to read and try themed display tables.

94. Easy Book Return

Label clothespins with each child's name. When they borrow a book, have them clip their clothespin to the basket.

95. Book Care 101

Teach children how to care for books, use bookmarks, and repair books when needed.

96. Match Up

Place stickers (yellow stars, blue circles) on your baskets and the books inside and they'll be easy to return to the right place.

Parent Communication

97. Student Information Sheets

I send home student information forms the first week. On the back of the sheet is a contact log I use all year long. –Kechia Williams

98. E-mail Newsletter

A weekly e-mail that explains what's going on in class keeps parents in the know.

99. Positive Calls

I schedule the time for five positive calls home per week. –Kechia Williams

100. Family Projects

I do family projects each month — quilt squares, collecting food for a food bank, etc. The children love having their parents involved! –Diane Gold



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ANNEX 3:

Questions to grab children's attention



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1. What made you smile today?
2. Can you tell me an example of kindness you saw/showed?
3. Was there an example of unkindness? How did you respond?
4. Does everyone have a friend at breaktime?
5. What was the book about that your teacher read?
6. What's the word of the week?
7. Did anyone do anything silly to make you laugh?
8. Did anyone cry?
9. What did you do that was creative?
10. What is the most popular game at breaktime?
11. What was the best thing that happened today?
12. Did you help anyone today?
13. Did you tell anyone "thank you?"
14. Who did you sit with at lunch?
15. What made you laugh?
16. Did you learn something you didn't understand?
17. Who inspired you today?
18. What were the highs and the lows?
19. What was your least favorite part of the day?
20. Was anyone in your class gone today?
21. Did you ever feel unsafe?
22. What is something you heard that surprised you?
23. What is something you saw that made you think?
24. Who did you play with today?
25. Tell me something you know today that you didn't know yesterday.
26. What is something that challenged you?
27. How did someone fill your bucket today? Whose bucket did you fill?
28. Did you like your lunch?
29. Rate your day on a scale from 1-10.
30. Did anyone get in trouble today?
31. How were you brave today?
32. What questions did you ask at school today?

SENIORS FOR EDUCATION - lifelong learning for intergenerational education

TRAIN THE TRAINER PROGRAM FOR SENIORS

MODULE NO 2 STORYTELLING engaging and inspiring teaching – telling stories as teaching strategy

**A guide for senior organizations and
adult trainers**

SCENARIO OF THE TRAINING MODULE

GENERAL INFORMATION

1. Main goal of the training module
2. Specific educational goals – to be described in the table
3. Methods applied
4. Didactic aids
5. Timing of the module



Introduction to storytelling

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
<p>The concept of storytelling</p> <p>What makes Storytelling so effective?</p> <p>What is the usage of storytelling and why is storytelling an effective form of human to human communication</p>	<p>After this part of the module the trainee will:</p> <ul style="list-style-type: none"> Have the knowledge of what is storytelling Have a general awareness of why we need stories in human communication Understanding of what makes Storytelling so effective The first experience of telling a story and listening to a story 	<p>1. What is storytelling?</p> <ul style="list-style-type: none"> Ask your audience for their definition of storytelling You can also share some definitions & quotes about storytelling You can tell a story about first humans (cavemen) who used stories to pass on the tribal knowledge, warn about dangerous animals and berries, explain the rules in the tribe Stories were primarily used by homo sapiens to (1) Pass on tribal knowledge and (2) Motivate & inspire people to do difficult things that needed to be done. Ask your audience to name their most favorite stories, novels, movies or real-life stories. Stories are thousands of years old, they're the reason information has survived for generations. Stories are universal - we find storytelling in every culture, religion and geography. Stories inspire, captivate and resonate. We remember stories, while we often forget the facts and data. 	<p>Quotes: "Stories are facts wrapped in context and delivered with emotions" - Jerome Bruner</p> <p>Team exercises</p> <p>Discussions</p> <p>Moderated discussions</p> <p>Whiteboarding</p>	<p>45 minutes</p>

<p>The concept of storytelling</p> <p>What makes Storytelling so effective?</p> <p>What is the usage of storytelling and why is storytelling an effective form of human to human communication</p>	<p>After this part of the module the trainee will:</p> <ul style="list-style-type: none"> • Have the knowledge of what is storytelling • Have a general awareness of why we need stories in human communication • Understanding of what makes Storytelling so effective • The first experience of telling a story and listening to a story 	<p>2. Why do we need stories? What is the reason?</p> <ul style="list-style-type: none"> ◦ To grab peoples' attention <ul style="list-style-type: none"> i. Every day, 306.4 billion emails are sent, and 500 million Tweets are made, and that is just the top of the iceberg. We're constantly bombarded with new information, overwhelmed by data flow, stressed by constant presence in social media (there is a new stress syndrome called FOMO – there fear of missing out) ii. Youngsters are under pressure of being screened, tagged, "liked", iii. We consume more data in one day than human beings in their entire life in Medieval times iv. Peoples' attention span dropped below the "goldfish attention span" ◦ To make the information stick and be remembered ◦ To inspire and motivate people to act ◦ To relate to people, build emotional connection and trust <p>3. What makes Storytelling so effective</p> <ul style="list-style-type: none"> • Exercise 1: Ask participants to break into pairs: one person (teller) in 3 minutes tells a story about the most memorable trip in his/her life – the other person (listener) listens to a story and at the end says: "Thank you for sharing your story. When I was listening to your story I was feeling [fill in in your own words how you felt, your emotions, reflections, insights]. The teller says thank you and then you swap. Total time of this exercise - 10 minutes. 	<p>Quotes: "Stories are facts wrapped in context and delivered with emotions" - Jerome Bruner</p> <p>Team exercises</p> <p>Discussions</p> <p>Moderated discussions</p> <p>Whiteboarding</p>	<p>45 minutes</p>
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<p>The concept of storytelling</p> <p>What makes Storytelling so effective?</p> <p>What is the usage of storytelling and why is storytelling an effective form of human to human communication</p>	<p>After this part of the module the trainee will:</p> <ul style="list-style-type: none"> Have the knowledge of what is storytelling Have a general awareness of why we need stories in human communication Understanding of what makes Storytelling so effective The first experience of telling a story and listening to a story 	<ul style="list-style-type: none"> After the exercise ask participants to share their insights. You can ask additional questions: <ul style="list-style-type: none"> a. What is happening with us when we listen to a story? b. What did the story make you feel, think and do? c. What made the story resonate with you? d. What makes a great story? e. What makes a poor, flat story? f. Write the answers on the flipchart / whiteboard You can summarize this block by saying that: <ul style="list-style-type: none"> g. stories TRANSPORT US to places and events (like a time machine) h. stories ENGAGE OUR SENSES (sight, hearing, smell, taste, and touch) - we can feel, see, smell what the teller feels, sees, smells, etc. i. stories CONNECT US with others j. stories BUILD A VISION of the world, stories ignite imagination k. stories MOVE US TO ACT l. stories GIVE MEANING Our brains can deal with a structured story - while they can't deal with mounds of data 	<p>Quotes: "Stories are facts wrapped in context and delivered with emotions" - Jerome Bruner</p> <p>Team exercises</p> <p>Discussions</p> <p>Moderated discussions</p> <p>Whiteboarding</p>	<p>45 minutes</p>
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Storytelling foundation

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
<p>The elements of storytelling</p> <p>The role of emotions in storytelling</p>	<p>After this part of the module the trainee will</p> <ul style="list-style-type: none"> Have the knowledge of elements of the story Have a general understanding of the role of emotions in storytelling 	<p>What are the elements of a story?</p> <p>1. HERO</p> <p>a. Exercise: break people into pairs. Ask each pair to spend 5 minutes sharing with each other – who is my most favorite hero from movies, fables, novels, the hero I relate to and why I pick that hero. Then ask people to make a round of presenting their colleague's hero. Ask additional questions: why do</p>	<p>See annex 1 for 22 Pixar rules for storytelling</p> <p>Video: Future of StoryTelling: Paul Zak https://youtu.be/DHeqQAKHh3M</p> <p>Exercises</p>	<p>The elements of storytelling</p> <p>The role of emotions in storytelling</p>

	<ul style="list-style-type: none"> • have examples of stories that they can apply in their classroom context. • Understanding of what makes the story stick and resonate with the audience 	<p>we relate to a hero?</p> <p>b. Explain the central role of a hero – the hero is a central character of a story, usually a protagonist of a story,</p> <p>c. There can be more characters in a story (antagonists, villains, helpers, mentors, etc.)</p> <p>d. Story is about a hero's journey. We usually meet the hero at the beginning of the story, the hero has a dream, or a mission, the hero is never perfect. We then follow the hero's adventures, endeavors, struggles, and fights, we finally see the hero accomplish the goal, ends the journey</p> <p>e. Film animation studio – PIXAR – created 22 rules for storytelling. The first rule of PIXAR is : You admire a character for trying more than for their successes – what it tells us is that we relate more to heroes who are authentic, have some imperfections, flaws. Present the hero when you start a story, tell about hero's background, family, describe when he /she is like,</p> <p>f. The hero needs a dream, a mission, a goal – a happy family (Cinderella), a holy grail (Indiana Jones), peace of Earth, etc., the plot of a story is often about pursuing the dream</p> <p>2. CONFLICT</p> <p>a. Conflict or a gap between what the hero wants (dreams about) and what is possible (Romeo and Juliet)</p> <p>b. Conflict between good and evil</p> <p>c. Conflict / tension in a story can be exemplified by troubles, challenges, obstacles, problems to solve</p> <p>d. Conflict often creates tension, distress, fear, anxiety,</p> <p>3. TURNING POINT</p> <p>a. When the action shifts, the hero gains extra knowledge, power,</p> <p>b. It is the "Aha", "Eureka" moment for the hero</p> <p>c. Mentors appears and helps the hero (Fairy Godmother in Cinderella),</p>	<p>Roundtable discussion</p> <p>Moderated discussion</p> <p>Extra video clips: Thank You Mom - P&G Commercial (Sochi 2014 Olympic Winter Games) https://youtu.be/1SwFso7NeuA</p> <p>See annex 2 for Plutchik's wheel of emotions</p>	60 minutes
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		<p>4.RESLUTION</p> <p>a. The end of the story, the hero reaches the goal, a dream come true, b. The story comes to an end, the hero is usually transformed, the hero changed, found out what is important,</p> <p>5. MORAL</p> <p>a. What is an universal lesson from a story b. What the story tells to the listener c. There might be more than one (1) moral d. Very person can hear a different moral, so if you want your communication be precise and concrete tell "The moral of this story is...", I am telling you this story because.....</p> <p>Exercise: watch the following video clip with the audience and discuss the 5 elements of a story : Be a Mr. Jensen https://youtu.be/4p5286T_kn0</p> <p>What makes the story stick – the power of emotions</p> <ul style="list-style-type: none"> Exercise: pick two volunteers from the group to tell the Cinderella story. <ul style="list-style-type: none"> Ask one volunteer to tell the story in a voice of Cinderella just telling about facts and events, what happened first, what happened next, how the story ended. Ask the other volunteer to tell the story in a voice of Cinderella describing the emotional journey. At the beginning I was feeling, a then.. and finally. Ask the audience about the key differences between these two versions of the Cinderella story. Ask additional questions: <ul style="list-style-type: none"> What role do emotions play in storytelling? Why are emotions critical in storytelling? Great story evokes emotions in the listener, the listener feels what the hero is feeling in a moment, and in that sense the listener relates to the hero's situation, From a brand science perspective storyteller's and story listener's brains 		60 minutes
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		<p>are in synch during a story, the same parts of the teller and listener brains tick / light up when we hear emotional story</p> <ul style="list-style-type: none"> Exercise: Ask participants to watch the below story and write down all the emotions they feel. You can distribute the handout with Plutchik's wheel of emotions to help participants call out emotions. The video to watch: Thank You Mom - P&G Commercial (Sochi 2014 Olympic Winter Games) https://youtu.be/1SwFso7NeuA 		60 minutes
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Story building and storytelling practice

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
Tools and techniques for building and telling stories	<p>After this part of the module the trainee will</p> <ul style="list-style-type: none"> Have a set of tools that will help them building and telling stories Have the experience of building and sharing a personal story Have the feedback regarding his/her storytelling skills Have understanding of what makes the story compelling 	<p>In this part of the class, participants will practice building and telling their story.</p> <p>The title of the story all participants will be working on is "An event in my life when I felt the most accomplished" (You can pick and suggest another title for the story. Remember to make the title universal and open, so that every person in the room can find such a story in their life).</p> <p>EXERCISE</p> <p>Invite participants to build and tell the story using 5 elements of the story and the "Storytelling Board" – a tool to craft compelling stories</p> <p>PART 1: STORY BUILDING</p> <p>Circulate the "Storytelling Board" and have participants fill in the board with their personal story.</p> <ul style="list-style-type: none"> Storytelling Board – is a board made of 5 parts: <p>1.Beginning – when you introduce the Hero and the Hero's dream. In the beginning you say when and where</p>	<p>See annex 3 for Storytelling Board</p> <ul style="list-style-type: none"> See annex 4 for Feedback observation form 	90 minutes

<p>Tools and techniques on building and telling stories</p>	<p>After this part of the module the trainee will</p> <ul style="list-style-type: none"> • Have a set of tools that will help them building and telling stories • Have the experience of building and sharing a personal story • Have the feedback regarding his/her storytelling skills • Have understanding of what makes the story compelling 	<p>the action starts.</p> <p>2. Conflict – in this part you describe what stood in the way of the hero's dream. What problems, challenges, decisions and dilemmas the hero faced?</p> <p>3. Turning point – is the moment in the story when something changed for the hero. What was that? Did he/she meet a mentor? Did he/she gain a new knowledge, a new power? What changed?</p> <p>4. Resolution – how the story ended for the hero? Did he/she achieve the goal, realize the dream?</p> <p>5.The moral – what is the message you want to convey?</p> <p>Remember to paint the hero's character and to give details regarding the background – where and when the story is happening. Remember to activate all senses (sight, hearing, touch) by painting the scenery, playing the music, and describing the smells. Remember about emotions.</p> <p>Total time to complete the building part is 20 minutes.</p> <p>PART 2: STORYTELLING</p> <ul style="list-style-type: none"> • Divide all participants into groups of 3 or 4 people. • In each group participants will be telling a story and listening to a story. In every round pick one person who will be telling a story and the rest of the group will be listening to a story. The teller must tell the story in maximum 4 minutes. The listeners' task is to write down: (1) what did I like about the story and the way it was told? (2) what could have made the storytelling even more compelling. Listeners share your feedback with the teller (you can use the feedback observation form attached). • There should be 3 or 4 rounds. Total time of the exercise is 40 minutes. <p>PART 3: INSIGHTS SHARING</p> <ul style="list-style-type: none"> • Ask participants to share their lessons learned from this exercise. 	<p>See annex 3 for Storytelling Board</p> <ul style="list-style-type: none"> • See annex 4 for Feedback observation form 	<p>90 minutes</p>
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Tools and techniques for building and telling stories		<p>You can ask additional questions:</p> <ul style="list-style-type: none"> • What did you learn about storytelling in this exercise? • What makes the story compelling? • What was the most challenging element of storytelling? <p>Total time – max 20 minutes</p>		
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How to become a great storyteller?

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
Introduction to verbal and nonverbal communication in storytelling	<p>After this part of the module the trainee will</p> <ul style="list-style-type: none"> • Have a general awareness of what makes a great storyteller • Have understanding of the importance of body language (tone of voice, pauses, eye contact, poses) 	<p>What makes a great storyteller?</p> <p>Ask participants: "Recall the best storyteller in your life. Write down the name of that person. What was this person like? What did you like the most about the way he/she told stories?"</p> <p>Animate a discussion.</p> <p>The importance of body language Explain that it is very important to modulate your voice, change the tone of the voice, make pauses and keep eye contact when you are telling the story. Body language is a part of nonverbal communication and can significantly strengthen or weaken your communication. A great storyteller uses both: verbal and nonverbal storytelling. Exercise: Script Reading (in acting schools they practice – table reading).</p> <p>Invite 7 people from the group to do the script reading of Alice in Wonderland. Their role will be to modulate their voice, in order to express the story. No playing, no performing, just reading (use the "Alice in Wonderland script").</p> <p>Insights sharing – ask the group for their feedback. What did they learn? What did they like? What is the role of the voice in storytelling?</p>	<p>See annex 5 for Alice in Wonderland script</p> <p>Additional video: Fast Times At Ridgemont High Virtual Table Read for CORE https://youtu.be/MaZsPh6uyWg</p>	30 minutes

My story repository

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
Implementation of storytelling in practice	<p>After this part of the module the trainee will</p> <ul style="list-style-type: none"> Have some practical tips regarding building the storytelling vault Knowledge of types of stories 	<p>Now, you are a storyteller! You have it all to go out there and inspire others by sharing your stories.</p> <p>A good storyteller is always ready to share a story. A good storyteller has a story vault with different stories ready to use. A great storyteller skills up, and practices storytelling everyday 😊</p> <p>Start building your story vault today. Here are some practical tips:</p> <ol style="list-style-type: none"> 1.If you like handwriting: Dedicate a special notebook for your stories. Everyday write one story. You can organize it by chapters and colors. 2.If you prefer computer writing: You can create a special file on your computer/tablet where you will put your written stories. You can tag every story by type and title. Make a list of titles in a separate Word/ Excel document. 3.Dedicate a glass jar to collect your stories. On a color post-it or index card write the title of the story and brief summary of the story. Place color cards in a jar. Your "Story jar" will be very helpful to organize a team meeting, games with kids, etc. 4.Ask participants for other ideas on how to collect stories. <p>Types of stories What types of stories should I tell?</p> <ul style="list-style-type: none"> You can tell stories about achieving goals or successes. You can share stories about failures, setbacks and lessons learned. 	<p>Quotes: "Stories are facts wrapped in context and delivered with emotions" - Jerome Bruner</p> <p>Team exercises</p> <p>Discussions</p> <p>Moderated discussions</p> <p>Whiteboarding</p>	30 minutes

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
Implementation of storytelling in practice	<p>After this part of the module the trainee will</p> <ul style="list-style-type: none"> Have some practical tips regarding building the storytelling vault Knowledge of types of stories 	<ul style="list-style-type: none"> You can tell stories about crucible events, transformative events. You can tell stories about important people in your life and what they taught you. You can tell stories about trying something new, about innovations. You can tell stories about courage, love, dedication, passion, and the virtues that are crucial in your life. You can tell stories from your life and share stories of other people. We do believe that the most powerful stories are true stories from your own life. 	<p>Quotes: "Stories are facts wrapped in context and delivered with emotions" - Jerome Bruner</p> <p>Team exercises</p> <p>Discussions</p> <p>Moderated discussions</p> <p>Whiteboarding</p>	30 minutes

The storytelling cards

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
Using storytelling cards as a tool for building stories	<p>After this module the trainee will:</p> <ul style="list-style-type: none"> Know the elements of the story-card tool Know how to use the cards for building the stories 	<ol style="list-style-type: none"> The trainer begins the module with invitation to practice story building and storytelling with a new tool prepared for the senior-trainers. Trainer presents to participants the box and explains what is inside (18 cards + manual). Trainers explain how to use the cards. Exercise 1: Trainer divide participants into 4 groups, hands out the cards to participants and invites them to follow the instructions – first step (picking one card per category). Participants invent the story in a group Exercise 2: After the first step, each group presents the story while others are listening. Trainer collects feedback. 	<p>Group work/exercise</p> <p>Tool: storytelling cards</p> <p>discussion</p>	60 minutes

Using storytelling cards as a tool for building stories	<p>After this module the trainee will:</p> <ul style="list-style-type: none"> • Know the elements of the story-card tool • Know how to use the cards for building the stories 	<p>a/ what was your impression when you used the tool b/ was the tool helpful? why? c/ did you find any difficulties in building or telling the story?</p> <p>6. Then in the same groups participants follow the instructions again – second step-advanced. 7. After the second exercise, groups again tell the story and trainer collects feedback. 8. Trainer summarizes the feedback and indicates that storytelling cards can be helpful in the beginning to keep the story in the right order and make it short, but full of content and emotions, which is important.</p>	<p>Group work/exercise</p> <p>Tool: storytelling cards</p> <p>discussion</p>	60 minutes
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Videos for Reference:

Storytelling

- Future of StoryTelling: Paul Zak - <https://youtu.be/DHeqQAKHh3M>
- Annette Simmons - How to engage with stories: The mastery of storytelling with impact <https://youtu.be/-S1A5VKxQkU>

Storytelling ads:

- Thank You Mom - P&G Commercial (Sochi 2014 Olympic Winter Games)
<https://youtu.be/1SwFso7NeuA>
- P&G 'Thank You, Mom' Campaign Ad: "Strong" (Rio 2016 Olympics)
<https://youtu.be/rdQrwBVRzEg>
- IKEA - Start Something New: The unlimited potential of a chair.
<https://youtu.be/lQwrpmUmVeo>

Table reading

Fast Times At Ridgemont High | Virtual Table Read for CORE -
<https://youtu.be/MaZsPh6uyWg>



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Annex 1.

Pixar Rules for Storytelling



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22 Rules for Storytelling

by P I X A R
ANIMATION STUDIOS

- 1 You admire a character for **TRYING** more than for their successes.
- 2 You gotta keep in mind what's interesting to you **AS AN AUDIENCE**, not what's fun to do **AS A WRITER**. They can be v. different.
- 3 Trying for theme is important, but you won't see what the story is actually about till you're at the end of it. **NOW REWRITE.**
- 4 **ONCE UPON A TIME** there was ____ Every day ____ One day ____ Because of that ____ Because of that ____ Until finally ____
- 5 **SIMPLIFY. FOCUS. COMBINE** characters. Hop over detours. You'll feel like you're losing valuable stuff but it **SETS YOU FREE**.
- 6 What is your character good at, comfortable with? Throw the polar opposite at them. **CHALLENGE THEM**. How do they deal?
- 7 Come up with your ending **BEFORE** you figure out your middle. Seriously. Endings are hard, get yours working up front.
- 8 Finish your story, let go even if it's not perfect. In an ideal world you have both, but move on. **DO BETTER NEXT TIME.**
- 9 When you're stuck, make a list of what **WOULDN'T** happen next. Lots of times the material to get you unstuck will show up.
- 10 Pull apart the stories you like. What you like in them is a part of you; you've got to **RECOGNIZE** it before you can use it.
- 11 **PUTTING IT ON PAPER** lets you start fixing it. If it stays in your head, a perfect idea, you'll never share it with anyone.
- 12 Discount the 1st thing that comes to mind. And the 2nd. 3rd. 4th. 5th – get the obvious out of the way. **SURPRISE YOURSELF.**
- 13 Give your characters **OPINIONS**. Passive/malleable might seem likable to you as you write, but it's poison to the audience.
- 14 Why must you tell **THIS** story? What's the belief burning within you that your story feeds off of? That's the heart of it.
- 15 If you were your character, in this situation, how would you feel? **HONESTY LENDS CREDIBILITY** to unbelievable situations.
- 16 What are the **STAKES**? Give us reason to root for the character. What happens if they **DON'T SUCCEED**? Stack the odds against.
- 17 **NO WORK IS EVER WASTED**. If it's not working, let go and move on - it'll come back around to be useful later.
- 18 You have to know yourself: the difference between doing your best & fussing. **STORY IS TESTING. NOT REFINING.**
- 19 Coincidences to get characters into trouble are great; coincidences to get them out of it are cheating.
- 20 **EXERCISE**: take the building blocks of a movie you dislike. How d'you rearrange them into what you **DO** like?
- 21 You gotta identify with your situation/characters, can't just write 'cool'. What would make **YOU** act that way?
- 22 **WHAT'S THE ESSENCE OF YOUR STORY?** Most economical telling of it? If you know that, you can build out from there.

Designed by John J. Kinkaid • www.johnkinkaid.com

Annex 2.

Plutchik's Wheel of Emotions





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Annex 3.

STORYTELLING BOARD



BEGINNING MEET THE HERO HERO'S DREAM	CONFLICT HERO'S PROBLEMS	TURNING POINT HERO ACTS DIFFERENTLY	RESOLUTION HERO REACHES THE GOAL	THE MORAL LESSONS LEARNED
Once upon a time...	Until one day...	And on that day things changed...	And finally...	And the reason I am telling you that story is...
Introduce the Hero Reveal a Hero's Dream	What stood <u>on</u> a Hero's way...	Tell what changed for the Hero...	What was the result of that for the Hero... How the story ended for the hero ...?	What is the message you want to convey?

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Annex 4.

STORYTELLING BOARD



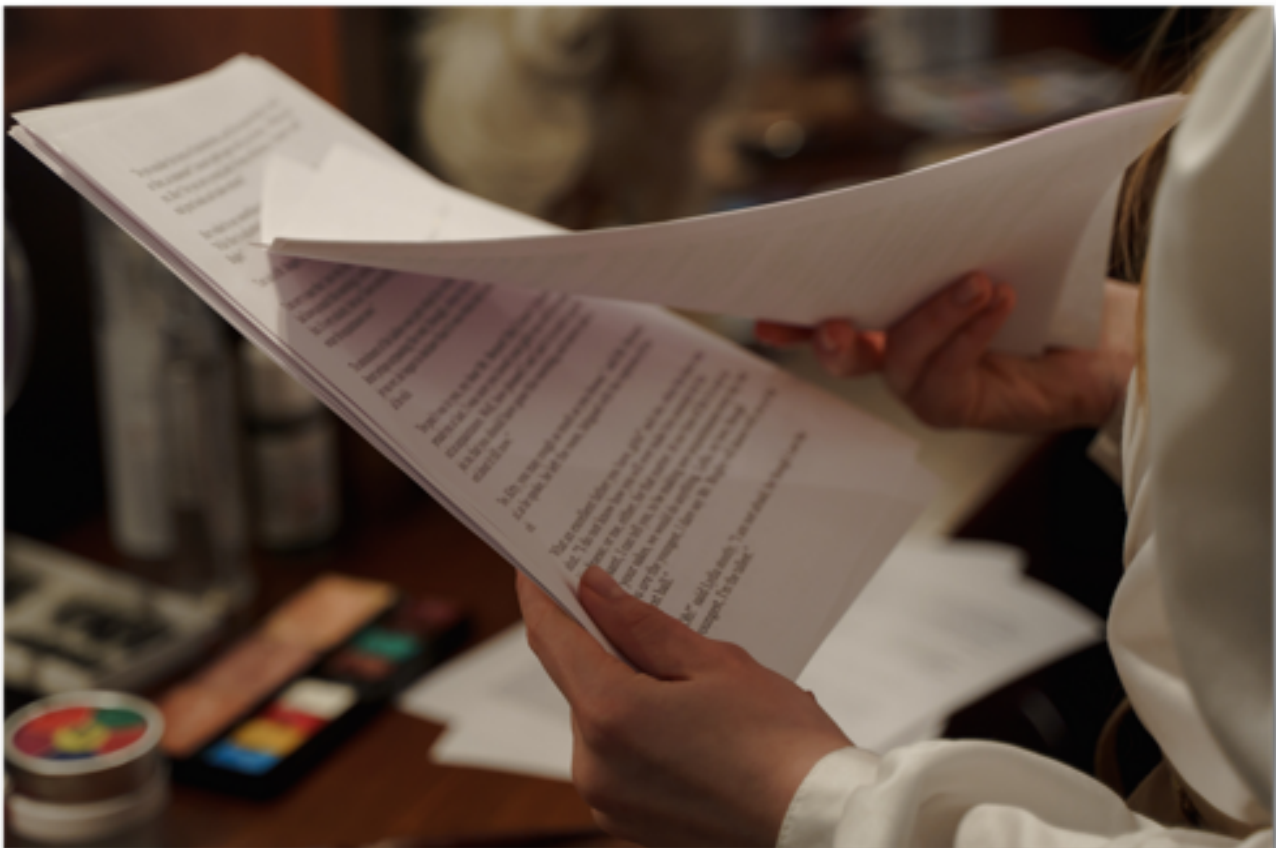
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STORY	What did I like about the story and the way it was told?	What could have made the storytelling even more compelling?
STORY 1		
STORY 2		
STORY 3		

Annex 5.

SCRIPT READING



ALICE IN WONDERLAND

CHARACTERS:

1. **NARRATOR**
2. **ALICE**
3. **WHITE RABBIT**
4. **MOUSE**
5. **PARROT**
6. **DUCK**
7. **EAGLE**

SCRIPT:

NARRATOR: It was a hot day in the forest, and Alice, a little and happy girl, started getting tired of being seated near her sister who was reading a book under a tree.

ALICE: How can my sister read a book without any pictures?. Oh, if it weren't so hot I would be making a daisy chain.

NARRATOR: Then suddenly a White Rabbit with pink eyes ran close by her. The Rabbit said to himself.

WHITE RABBIT: Oh dear!. Oh dear!. Time is out, I will be late!

NARRATOR: Alice was surprised, then she saw how the Rabbit took out a watch from his waistcoat pocket, and looked at it, and then ran away. Alice stood up quickly.

ALICE: A Rabbit with a waistcoat and a watch! I have to catch it!

NARRATOR: Alice ran across the field after the rabbit, and when she was about to catch it, the little animal went inside a large rabbit-hole under the hedge, and said.

WHITE RABBIT: I can't be late!

NARRATOR: Alice followed the Rabbit and went inside. The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down.

ALICE: I am falling down through a very deep well... but I am falling very slowly! It's strange, the sides of the well are filled with cupboards and bookshelves, and there are pictures and maps!. Over there, there's a jar of strawberry jam, mmmmm, I'll eat it! Oh, it's empty! I'll put it on the lower cupboard, because if I throw it away I can hurt somebody. When will this well come to an end! I may have fallen miles and miles!

NARRATOR: Suddenly the little girl fell into a pile of dry leaves without getting hurt. Alice stood up, and there was another long passage, and there was the White Rabbit still running.

WHITE RABBIT: Oh my ears and whiskers, now I am really late!

NARRATOR: Once again the little girl was about to catch it, when the Rabbit turned to a corner, and disappeared. Alice was in a great low room, very well lit, and surrounded by doors of different sizes. She tried to open them.

ALICE: All the doors are locked! How am I going to get out of here?...I should have brought my little cat, that way I wouldn't feel so lonely! Over there, in the middle of the room there's a glass table. But where did it come from? A few minutes ago it wasn't there. I am sure of that!

Over the table there's a tiny golden key, hmmmm, it's too small, it doesn't open any door!

NARRATOR: However, on the second time round, Alice saw behind a curtain, a very tiny door. She tried the little golden key in the lock, and to her great delight the door opened. The door led into a small narrow passage. She knelt down and looked along the passage to the loveliest garden she had ever seen.

ALICE: Oh, I want to go to that garden! But how can I? I will never fit through the little door. Oh, if I could shut up like a telescope, then I could surely go to that garden. I'll see if over the table I can find another key. Oh, well, there's no other key! But, what is this little bottle? It wasn't here before! It says on the label, DRINK ME. I'll see if it doesn't say poison. No, nothing indicates it's poison, I'll taste it, mmmm, I like it, I'll drink the whole bottle. I feel strange. I am getting smaller, just like a telescope.

NARRATOR: She was now only ten inches high. Then she went to the little door, hoping to get out to the garden. But, poor Alice, the door was locked, and she forgot the key over the table. She tried to get it by climbing up one of the legs of the table, but since it was made of glass, it was too slippery. Then she sat down on the floor, and cried.

ALICE: I am behaving like a fool. There's no use in crying! But, under the table there's a little box!

NARRATOR: Alice opened the little box, and said.

ALICE: It has a small cake that says EAT ME! Well, I'll eat it. Something marvelous has to happen. I have learned that in this place, everything is marvelous.

NARRATOR: She ate a little bite, but she noticed there was no difference, so she kept eating until she finished the whole cake. Then...

ALICE: I am getting bigger! Good-bye dear feet! You are almost out of sight, so far off! When I want to change my shoes, I will have to send them with a messenger with a note that says: These shoes are a gift from Alice to her own feet. Oh, what nonsense I'm thinking! What's worse is that I keep growing! Oh! I hurt my head on the roof! I am more than nine feet high! I am a big girl! But now I can take the key.

NARRATOR: Poor big girl. But the only thing she could do was to lie down on the floor, and look through the door into the garden with one eye. Then she began to cry again.

ALICE: I should be ashamed of myself! It's not right that a great girl like me cries like a baby.

NARRATOR: But she kept crying and crying until there was a large pool of tears all around her. Then she heard some footsteps, and at last she stopped crying. There it was, the White Rabbit, very splendidly dressed, with a pair of white gloves in one hand, and a fan in the other.

WHITE RABBIT: Oh, by this time the Duchess must be savage! I can't keep her waiting anymore!

ALICE: Mr. Rabbit! Mr. Rabbit! Wait, please! Just a moment! Listen to me!

NARRATOR: When the Rabbit heard Alice, it got scared and dropped the white gloves and the fan, and ran away as fast as it could. Alice picked up the gloves and the fan, and since it was hot, she fanned herself, and said.

ALICE: What a day! Yesterday everything was so normal. Oh, I am getting smaller again! I wonder why! Maybe it's the fan!

NARRATOR: She dropped the fan just when she was about to disappear.

ALICE: Now I can go to the garden! But what's this? I have fallen into salt water.

NARRATOR: The salt water was her own pool of tears she had wept when she was nine feet high.

ALICE: I wish I hadn't cried so much!

NARRATOR: She started to swim when she heard something splashing in the pool.

ALICE: Someone is swimming! Oh, it's a hippopotamus! No, it's a walrus! Oh, it's a mouse! But since now I am small, I see it's huge! I will talk to the mouse, maybe it can answer me!

NARRATOR: So she said.

ALICE: Tell me, mouse, do you know the way out of this pool?

NARRATOR: The mouse looked at her, but it didn't answer. Alice thought that maybe the mouse didn't understand English, so she said the only thing she could remember in French.

ALICE: Ou est ma chatte?

NARRATOR: Which means where is my cat?. Suddenly, the Mouse got out of the water.

ALICE: Oh, please forgive me! I forgot mice don't like cats.

MOUSE: Look little girl! I have my own reasons to dislike cats, someday I will tell you my story, and then you will understand how I feel. But let's swim to the shore. Look! We have company. The pool is full of creatures!

ALICE: It's true! It's a parrot, a duck, an eagle, and many more!

NARRATOR: Alice swam near the little animals. After a while they were on shore.

ALICE: We are all wet!

MOUSE: I agree with you! What do you think, parrot?

PARROT: I think we should have a race-course.

ALICE: A race course? What's that?

PARROT: You don't know? Look, it's a sort of circle, but the shape doesn't really matter. When I say ready, everybody will start running. Ready! Go!

NARRATOR: Everybody started running, and half an hour later, the parrot said.

PARROT: Everybody is dry! The race is over!

MOUSE: Who won?

PARROT: Everybody has won! All of you have to receive a prize.

DUCK: Who will give the prizes?

EAGLE: Yes, who?

PARROT: The little girl, obviously!

NARRATOR: Alice didn't know what to do. She put her hand in her pocket and pulled out a box of candies, and handed them round as prizes. There was exactly one a-piece all round.

MOUSE: What about her? Isn't she going to receive a prize?

PARROT: Of course she is! Let's see Alice, what else do you have in your other pocket?

ALICE: Let me see. Only a thimble.

PARROT: Give it to me. Please accept this elegant thimble as a prize.

NARRATOR: They all cheered. Alice thought that everything was so strange, but when she saw their faces so grave, she didn't dare to laugh, so she just said.

ALICE: It's an honor for me to accept this beautiful prize. My thimble was just what I needed. Dear Mouse, you promised to tell me your story, I will be glad to hear it.

MOUSE: I must tell you that my story is very sad and long as my tail.

ALICE: Your tail is long.

NARRATOR: The girl was looking at the mouse's tail, but she didn't know why was it sad. Alice didn't pay attention to the mouse's story, so when the mouse finished talking, he said.

MOUSE: Little girl, you are not paying attention. What are you thinking of? I have a knot in my throat!

ALICE: A knot! Oh, let me help you undo it! I always undo the ribbon my cat has in her neck.

MOUSE: Young lady, you insult me and offend me!

ALICE: You always get offended!

MOUSE: You need more education! I am leaving!

ALICE: He's gone! Now can I talk with the parrot and the birds about Dinah, my cat.

PARROT: Who's Dinah?

ALICE: Dinah is my little cat. She's good at catching mice and birds! Oh, I wish you could see her after the birds! She eats them as soon as she looks at them!

PARROT: Let's go friends, we can't talk with this girl. That's why the mouse left. Follow me!

ALICE: Please, don't leave me alone! They are gone! I should have never talked about Dinah! In this strange country nobody likes cats. Someone is coming, maybe it's the mouse who changed his mind, but no...it's the White Rabbit!

WHITE RABBIT: The Duchess! The Duchess! Oh my fur and whiskers! She'll get me executed, as sure as two plus two are eight! Where did I leave the gloves?

NARRATOR: The Rabbit was looking for the gloves and the fan. Alice, wishing to help, began looking for them. But everything was changed since she was swimming in the pool. Like magic, the room had vanished completely. At last, the Rabbit noticed Alice, and said.

WHITE RABBIT: Mary Ann, what ARE you doing out here? Run home this moment, and bring me another pair of gloves and a fan! Quick, now!

NARRATOR: Alice was so frightened that she ran off at once in the direction it pointed to, without trying to explain the mistake it had made.

ALICE: He took me for his housemaid, but I'd better take him his fan and gloves, that is, if I can find them.

NARRATOR: As she said this, she came upon a very beautiful little house, on the door of which was a bright brass plate with the name White R engraved upon it.

ALICE: White R? Maybe it means White Rabbit. I will go in. I hope I don't find the real Mary Ann. Anyway it's funny! I am the messenger of a rabbit! Oh, how lucky I am, over the table there is a pair of gloves and a fan, and a little bottle! I will drink it, and I hope I can grow large again, I am getting tired of being so small.

CREDIT TO :

<http://www.kidsinco.com/2009/04/alice-adventures-in-wonderland/>



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SENIORS FOR EDUCATION - lifelong learning for intergenerational education

TRAIN THE TRAINER PROGRAM FOR SENIORS

MODULE NO. 3

(ICT as a training tool)

A guide for senior organisations and adult trainers

SCENARIO OF THE TRAINING MODULE



Center za
izobraževanje in
kulturo Trebnje

GENERAL INFORMATION

1. Main goal of the training module

Main goal of the training module is to develop ICT skills of the seniors (65+) with an emphasis on acquiring knowledge in the field of using online tools and applications for production of audio-video content and conducting online workshops. Participants will upgrade basic computer knowledge and will be trained to independently use modern ICT in everyday life and for educational purposes.

Seniors will get to know different tools to be used for presentation and photo, audio and video editing, but the most important topic will be creation of online trainings in the form of podcasts and webinars. Seniors will learn how to use simple tools (mobile phone, photo camera, etc.) to create educational videos and how to use simple online tools for live streaming.

2. Specific educational goals – to be described in the table

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INITIAL MEETING

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
<p>Getting to know each other</p> <p>Introduction of the training</p> <p>Presentation of goals</p>	<p>Participants will get to know each other</p> <p>Participants will be familiarized with the training</p> <p>Participants will be familiarized with the training goals</p>	<ol style="list-style-type: none"> 1.Trainer welcomes participants and introduces themselves 2.Trainer organizes icebreakers – each participant introduces themselves 3.Trainer informs the participants about the course of the training 4.Trainer defines the training goals 5.Trainer checks the basic level of knowledge of the participants, their wishes, expectations 	<p>Presentation, discussion, use of ICT</p> <p>Computer, projector</p> <p>Icebreaker, Self-evaluation</p>	1 hr

USE OF THE ICT TOOLS

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
<p>Introduction of the basic ICT concepts</p> <p>Refreshment of basic computer and smartphone knowledge</p> <p>Introduction to a sound recorder</p> <p>Introduction to camera use</p>	<p>Participants will get to know basic ICT concepts</p> <p>Participants will refresh their knowledge of computer and smartphone use</p> <p>Participants will know how to use a sound recorder</p> <p>Participants will know how to use a camera</p>	<ol style="list-style-type: none"> 1.Trainer presents the basic ICT concepts 2.Trainer refreshes the participants' knowledge of using a computer and a smartphone 3.Trainer introduces the sound recorder 4.Trainer introduces the use of the camera 	<p>Lecture, demonstration use of ICT</p> <p>Computer, projector, smartphone, camera, sound recorder</p>	1 hr

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PRESENTATION TOOLS

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
<p>Purpose and use of computer presentation</p> <p>PowerPoint</p> <p>Introduction of slide design</p> <p>Introduction of the use of figures, tables and graphs in a presentation</p> <p>Preparation of the presentation</p> <p>Presentation</p>	<p>Participants will be familiarized with the purpose and use of a computer presentation</p> <p>Participants will get to know how to use basic features of PowerPoint</p> <p>Participants will get to know how to design slides</p> <p>Participants will know how to include figures, tables and graphs in the presentation</p> <p>Participants will know how to prepare a presentation</p> <p>Participants prepare a presentation</p>	<ol style="list-style-type: none"> 1.Trainer presents the purpose and use of the computer presentation 2.Trainer presents the basic functions of PowerPoint: <ol style="list-style-type: none"> a.Launch of the program b.Cover slide c.Slides design (background, color, font, effects...) d.Animation e.Insertion of the figures f.Insertion of the tables g.Insertion of the graphs h.Insertion of the videos i.Slideshow 3.Trainer demonstrates how to prepare a presentation 4.Trainer gives the instruction for the exercise – preparation of the presentation 5.Participants perform an exercise 6.Trainer gives feedback on the presentation 	<p>Lecture, demonstration use of ICT</p> <p>Computer, projector</p> <p>Exercise instruction</p>	7 hrs

DIGITAL PHOTOGRAPHY*

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing

*Trainer presents other photo editing software (GIMP (Windows, Mac, Linux) Adobe Photoshop Express (web), Darktable (Windows, Mac, Linux), Paint.NET (Windows), PhotoScapeX (Windows, Mac)) if it is more suitable.

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<p>Introduction of digital photography</p> <p>Online photo search</p> <p>Transfer of photos from camera and smartphone to computer</p> <p>Photo printing</p> <p>PhotoPad</p> <p>Photo editing (contrast, brightness, crop, rotate, resize, flip, filters, shadow...)</p>	<p>Participants will be introduced to digital photography</p> <p>Participants will get to know how to find photos online</p> <p>Participants will get to know how to transfer photos from a camera and smartphone to a computer</p> <p>Participants will get to know how to print a photo</p> <p>Participants will get to know how to use basic functions of PhotoPad</p> <p>Participants will edit photos</p>	<ol style="list-style-type: none"> 1.Trainer presents the basics of digital photography 2.Trainer demonstrates an online photo search 3.Trainer demonstrates the transfer of photos from the camera and smartphone to the computer 4.Trainer demonstrates printing of the photos 5.Trainer presents the basic functions of PhotoPad (Windows, Mac): <ol style="list-style-type: none"> a.Import b.Export c.Edit (contrast, brightness, crop, rotate, resize, flip, filters, shadow, effects...) 6. Trainer demonstrates how to edit a photo 7.Trainer gives the instruction for the exercise – photo editing 8.Participants preform an exercise 9.Trainer gives feedback on the edited photo 	<p>Lecture, demonstration use of ICT</p> <p>Computer, projector, camera, smartphone, printer, paper</p> <p>Exercise instruction</p>	<p>2hrs</p>
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AUDIO TOOLS*

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
<p>Introduction of the basis of audio recordings</p> <p>Online audio recordings search</p> <p>Audio play</p> <p>Audacity</p> <p>Audio recording</p> <p>Audio editing</p>	<p>Participants will be introduced to the basics of audio recordings and modern audio recording media</p> <p>Participants will get to know how to find an audio recording online.</p> <p>Participants will get to know how to play audio recordings</p> <p>Participants will get to know how to use basic features of Audacity</p>	<ol style="list-style-type: none"> 1.Trainer presents the basics of audio recordings 2.Trainer presents the modern audio recording media 3.Trainer demonstrates an online audio recording search 4.Trainer demonstrates how to play audio recordings 5. Trainer presents the basic functions of Audacity (Windows, Mac, Linux): <ul style="list-style-type: none"> - Trainer presents other audio editing software (Ocenaudio (Windows, Mac, Linux), WavePad (Windows, Mac), Wavosaur (Windows), Adobe Audition (Windows, Mac)) if it is more suitable. a. Recording b. Import c. Export 	<p>Lecture, demonstration use of ICT</p> <p>Computer, projector, speakers, sound recorder, microphone, smartphone</p> <p>Exercise instruction</p>	<p>3 hrs</p>

	<p>Participants will know how to record audio</p> <p>Participants will know how to edit the audio</p>	<p>d. Editing</p> <p>e. Use of sound effects</p> <p>6. Trainer demonstrates recording of the audio</p> <p>7. Trainer demonstrates the audio editing</p> <p>8. Trainer gives instruction for the exercise – recording and editing of the audio</p> <p>9. Participants preform an exercise</p> <p>10. Trainer gives feedback on the edited audio</p>		
VIDEO TOOLS*				
Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
<p>Introduction of the basics of videos</p> <p>Online video search</p> <p>VideoPad</p> <p>Video recording</p> <p>Video editing</p>	<p>Participants will be introduced to the basics of videos</p> <p>Participants will know how to find a video online</p> <p>Participants will get to know how to use basic features of the VideoPad</p> <p>Participants will know how to record a video</p> <p>Participants will know how to edit the video</p>	<p>1. Trainer presents the basics of the video</p> <p>2. Trainer demonstrates an online video search</p> <p>3. Trainer presents the basic functions of the Screencast-o-matic (Windows, Mac, iPhone, iPad, Android, and Chromebook): - Trainer presents other video editing software VideoPad (Windows, Mac) (HitFilm Express (Windows, Mac), DaVinciResolve (Windows, Mac, Linux), Lightworks (Windows, Mac, Linux), VSDC Free Video Editor (Windows), WeVideo (web), Shotcut (Windows, Mac, Linux), OpenShot (Windows, Mac, Linux) if it is more suitable.</p> <p>a. Recording</p> <p>b. Import</p> <p>c. Export</p> <p>d. Editing</p> <p>e. Use of visual effects</p> <p>4. Trainer demonstrates recording of the video</p> <p>5. Trainer demonstrates editing of the video</p> <p>6. Trainer gives instruction for the exercise – recording and editing of the video</p> <p>7. Participants preform an exercise</p> <p>8. Trainer gives feedback on the edited video</p>	<p>Lecture, demonstration use of ICT</p> <p>Computer, projector, camera, speakers, smartphone</p> <p>Exercise instruction</p>	3hrs

OTHER MULTIMEDIA TOOLS

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
<p>Introduction of basic concepts of social networks</p> <p>The dangers of social networks</p> <p>Introduction of social media</p> <p>ZOOM</p> <p>Creating a profile on ZOOM</p> <p>Communication via ZOOM</p>	<p>Participants will be introduced to the basic concepts of social networks</p> <p>Participants get familiar with the dangers of social networks</p> <p>Participants will be introduced to various social media</p> <p>Participants will get to know how to use the basic functions of ZOOM</p> <p>Participants will learn how to create a profile on ZOOM</p> <p>Participants will learn to communicate via ZOOM</p>	<ol style="list-style-type: none"> 1. Trainer presents the basic concepts of social networks (purpose, function, registration...) 2. Trainer presents the dangers of social networks 3. Trainer briefly introduces various social media (Facebook, Skype, WhatsApp, Instagram, Youtube, Twitter...) 4. Trainer presents the basic functions and use of ZOOM: <ol style="list-style-type: none"> a. Purpose b. Registration c. Settings d. Phone e. Chat f. Meetings g. Webinars 5. Trainer demonstrates the use of ZOOM 6. Trainer gives instruction for the exercise – creating a ZOOM profile and performing online communication via ZOOM 7. Participants perform an exercise 8. Trainer gives feedback on the exercise 	<p>Lecture, demonstration use of ICT</p> <p>Computer, projector, speakers, camera, microphone</p> <p>Exercise instruction</p>	3hrs

3. Methods applied

The training will take the form of a workshop and will consist of theoretical and practical work. The module will use active teaching methods and strategies.

Methods used:

- frontal method
- group work
- individual work

The first part of the topic, where the frontal method will be used, will be carried out in the form of a lecture, demonstration and presentation. The second part will consist of group and individual work, where experimental, collaborative and project-based learning will intertwine.

In each topic, the trainer will check the prior knowledge, needs and interests of the participants. Based on the assessment of prior knowledge, the trainer will refresh the existing knowledge of the participants and build on it. The content will be addressed from the known to the unknown and from the general to the specific. At the end of each topic, participants will reinforce their newly acquired theoretical knowledge with practical tasks. Participants will also work in groups, in pairs, where they will solve tasks assigned by the trainer.

Participants will be encouraged to work independently and to achieve standards of knowledge. They will be assisted by trainers with advice and feedback.

The module will encourage the use of diverse and innovative learning methods and the active work of participants with group and individual assignments, interactive exercises, watching videos, working with ICT, presentations, etc.

Opportunities will be created for participants to use new skills and knowledge in practice. The emphasis will be on experiential learning and project-based learning.

The following didactic principles will be taken into account in the implementation:

- transition from known to unknown
- transition from general to specific
- a variety of teaching methods and teaching aids used
- relevance (adaptation of content, aids and material)
- systematicity
- learner-centered
- individualization

4. Didactic aids

In the module various teaching aids and didactic materials will be used:

- written sources
- visual materials,
- audio in videos,
- ICT
- computer,
- projector,
- camera,

- speakers,
- microphone,
- etc.

The module will be supported by written and visual materials and assignments that will be available to participants in the e-classroom. In the e-classroom, participants will also get additional information and assistance with any problems and questions.

5. Timing of the module

The training will last 20 hours and will consist of selected topics. Topics and their duration will be adjusted according to the interests and needs of the participants. The training will last a maximum of 5 pedagogical hours per day, preferably several times a week.

Topics marked with * are optional topics that the trainer will be able to choose according to the wishes, interests and prior knowledge of the participants.

The framework of the topics is defined, but the module allows adaptation according to the needs, interests and prior knowledge of the participants.

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Annex 1.

TOOLS FOR TRAINERS - All links were available on 13.07.2021

INITIAL MEETING

1. <https://www.sessionlab.com/blog/icebreaker-games/> - **icebreakers** - **The trainer chooses one icebreaker they will use.**
2. <https://www.cultureamp.com/blog/icebreaker-games-for-work> - **icebreakers**
3. <https://survey.fgcu.edu/Survey.aspx?s=311d40c08e234f9181d7f97e6623fbcc> - **ICT test**
4. Annex 1 – **assessment**

PPT

1. <https://support.microsoft.com/en-us/office/basic-tasks-for-creating-a-powerpoint-presentation-efbbc1cd-c5f1-4264-b48e-c8a7b0334e36>
2. <https://www.youtube.com/watch?v=tcj2BhhCMN4>
3. <https://www.youtube.com/watch?v=TZfcVbKJs1E>
4. Annex 2
5. <https://www.youtube.com/watch?v=DcdNXE8zFmM> - **slovenian**

ZOOM

1. <https://www.zdnet.com/article/zoom-101-a-starter-guide-for-beginners-plus-advanced-tips-and-tricks-for-pros/>
2. <https://biz30.timedoctor.com/how-to-use-zoom/>
3. <https://www.theverge.com/21506307/zoom-guide-how-to-free-account-register-sign-up-log-in-invite>
4. <https://www.youtube.com/watch?v=2BEPQsfUg2M>

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5. <https://www.youtube.com/watch?v=arIDQBALrEw>
6. https://www.utrgv.edu/online/_files/documents/faculty-handouts/zoom/zoom-handout.pdf
7. Annex 3
8. <https://www.youtube.com/watch?v=vvuNeayb8sE> – **slovenian**
9. <https://www.osnovna-sola-idrija.si/2020/04/15/uporaba-programa-zoom/> - **slovenian**

PHOTOPAD*

1. <https://www.nchsoftware.com/photoeditor/tutorial.html>
2. Annex 4

VIDEOPAD*

1. <https://www.wikihow.com/Edit-Videos-Using-VideoPad>
2. <https://www.nchsoftware.com/videopad/tutorial.html>
3. Annex 5
4. <https://razredniikt.splet.arnes.si/2018/04/20/urejanje-video-posnetka-z-video-pad-video-editor-jem/> - slovenian

AUDACITY

1. Annex 6
2. Annex 7

COMPUTER BASIC

1. Annex 8
2. Annex 9

DIDACTIC AIDS used in module 3 – ICT as training tool

1. computer,
2. projector,
3. smartphone,

- 4.camera,
- 5.sound recorder,
- 6.printer,
- 7.paper,
- 8.speakers,
- 9.microphone,
- 10.etc.



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SENIORS FOR EDUCATION - lifelong learning for intergenerational education

ELABORATION AND IMPLEMENTATION OF SENIOR-FRIENDLY-SCHOOL PROGRAMME

OUTPUT NO. 2 MODULE 1

BASICS OF PROMOTION OF THE CAMPAIGN - COMMUNICATION SKILLS

**(Methodologies / guidelines
Co-operation processes and
methodologies)**

Author: Elmadağ Public Education Center (ELHEM)

Version: 1.02

Date of publishment: 09.10.2021

Venue: Ankara TR



GENERAL INFORMATION

1. Main goal of the training module

Introduction to Senior-friendly School program, basic communication skills, first contact with the school:

- promotion of the campaign, method of initial meeting
- explaining details of the campaign, regulations, benefits for all target groups, documents, etc.
- initializing contact with school (communication, how to present the program to headmasters, how to fix an appointment etc.)
- to create a visit for school headmaster
- to make the SFS campaign interesting by producing effective ideas for school representatives or parents who prefer to say 'No' in the first place
- explanation of campaign target groups and its main objective
- reflection of the innovation campaign
- development of seniors' marketing skills (SFE campaign marketing)
- effective communication
- how to communicate in the negative position if the target group/individual does not want to join the campaign and they say "no!"
- personality differences

2. Specific educational goals – to be described in the table

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PROMOTION OF CAMPAIGN (in the initial phase)

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
Promotion of the campaign	<ul style="list-style-type: none"> • basic knowledge about the project and campaign • basic knowledge about the role of ambassadors in the campaign • ability to create positive image of ambassadors and the campaign • basic information about tools to promote the campaign 	<p>1. In the beginning of the training, trainer organizes an icebreaker or any activity which helps participants to get to know each other.</p> <p>2. Trainer presents the training agenda and training goals, asks participants what they want to achieve by participating in the training.</p> <p>3. Trainer presents a few slides about the project and the campaign as well as the role of the ambassador and informs people that these topics will be continued later in detail.</p> <p>4. Trainer presents some ideas of promotional materials to be used by ambassadors.</p> <p>a. Brochures can be printed to promote the campaign. Explanations in the brochure contents.</p> <p>Brochures should be made with high quality paper, colourful, and with slogans that briefly summarize the purpose of the campaign. Brand positioning process is applied in brochure design. It appeals to the mind of the target audience.</p> <p>With the 'Senior Friendly School Campaign', we shape the positive image of seniors and create active participants in social life together with children.</p> <p>We prepare adults for the role of ambassadors of the 'Senior Friendly School Campaign' by providing quality social skills development opportunities</p>	<p>ppt presentation</p> <p>presentation of the brochure - if available</p>	

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Promotion of the campaign	<ul style="list-style-type: none"> • basic knowledge about the project and campaign • basic knowledge about the role of ambassadors in the campaign • ability to create positive image of ambassadors and the campaign • basic information about tools to promote the campaign 	<p>within the framework of education programs, and we create innovative opportunities together with children.</p> <p>Through the virtual handbook, we provide access to information about education, storytelling for children, and the 'Senior Friendly School Campaign' for adults over 60.</p> <p>We offer lessons and workshops in schools using the life experiences of adults based on storytelling.</p> <p>We prepare children for intergenerational interaction with the 'Senior Friendly School Campaign'.</p> <p>We develop the social skills of seniors, including communication, active listening, empathy, presentation, digital skills, to promote and disseminate the 'Senior Friendly School Campaign'; We do this in unison with children.</p>	<p>ppt presentation</p> <p>presentation of the brochure - if available</p>	
Promotion with useful materials Badge	<ul style="list-style-type: none"> • Participants will know what kind of additional materials may be used for promotion of the program <p>self-descriptive materials of project participants</p>	<p>Ambassadors of the campaign certify themselves with their badges</p>	<p>Quality, well-designed plastic cards with logo</p>	

BUILDING INITIAL CONTACT WITH SCHOOL AND SCHOOL COMMUNITY

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
<p>Information about the campaign</p> <p>Meeting at school</p>	<ul style="list-style-type: none"> participants will know about the campaign and how to get the school principal engaged in the campaign 	<ul style="list-style-type: none"> Trainer presents to future ambassadors information about the campaign certificate; <p>1. Schools, which develop a common cooperation plan for organizing cross-generational events facilitated by seniors, to be able to receive a Senior-Friendly School certificate.</p> <p>1. Such a solution allows for uniting the school community and senior community, making the seniors feel useful, and motivating them to participate in social life.</p> <p>Trainer informs participants how to get in touch with the school principal;</p> <p>1. One-on-one contact with the school principal</p> <p>2. Contact through effective parents</p> <p>3. Visit of campaign senior ambassadors</p> <ul style="list-style-type: none"> Trainer informs participants that it is important to involve the principal in organizing introductory meeting with the teachers and parents. <ul style="list-style-type: none"> a. The meeting is held in city hall or school's hall. Presentation emphasises that the campaign will be beneficial for the personal development of the children. Trainer presents to participants: b. Regulations of the Senior-Friendly School Program (SFS) – regulations of entering and being a part of the Program by the school, requirements for school to obtain the "Senior 	<p>presentation</p> <p>discussion</p>	<p>1 hr</p>

Meeting with school teachers and parents	Emphasis: participants will know the rules of the campaign, and will be aware that the campaign successfully implemented, contributes to development of the local community and the realization of general EC goals set in official strategic documents of the EU	<p>Friendly School" label, templates of letters/documents, etc.; description of key steps to be taken to develop cooperation, information materials/brochures for schools about the program, identification kit, template of the cooperation program between the senior organization and school.</p> <ul style="list-style-type: none"> The program's goal is to shape long-lasting intergenerational social ties with schools, based on empathy and mutual understanding of needs. The following people may be invited (depending on school's guidelines) teachers, parents, the mayor and regional school administrators, journalists, and television broadcasters. 	documentation related to SFS campaign	2 hrs
Activities to encourage participation in the campaign	Participants learn how to create a mobilization effect on the target audience	Trainer informs about additional engaging activities, encouraging treats to increase participation performance: catering, promotional items, souvenirs.	Motivational speech by leaders Interesting gifts, and beverages	

PROGRESSIVE MEETINGS - ACTIVITIES WITHIN THE CAMPAIGN

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
Indoor and outdoor activities	<p>In this part of the module: Participant will be familiarized with the activities within the campaign,</p> <p>Participants will know each other better</p>	<p>Trainer informs participants about the activities to be organized within the SFS campaign.</p> <p>The basic activity is workshops for students, utilizing experience and knowledge of seniors.</p> <p>The other activities could be:</p> <ul style="list-style-type: none"> A Seniors' day at school - the whole day of workshops, activities, play with groups of seniors, participated in by school kids and teachers. 	<ul style="list-style-type: none"> Open air activities Workshops Indoor and outdoor games 	2 hours

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Indoor and outdoor activities	<p>In this part of the module: Participant will be familiarized with the activities within the campaign,</p> <p>Participants will know each other better</p>	<ul style="list-style-type: none"> Contests related to seniors (Greatest story heard from grandmother, nice greeting card, best Christmas tree decorated with grandparents etc.) <p>These activities require teamwork. Each member of the team makes a part of the whole. It provides the opportunity to practice what is gained from the campaign trainings.</p> <p>Both group member children and ambassadors come together collectively.</p>	<ul style="list-style-type: none"> Open air activities Workshops Indoor and outdoor games 	2 hrs
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DETAILS OF THE CAMPAIGN - CAMPAIGN'S TARGET GROUPS AND MAIN OBJECTIVE

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
Goals of the campaign	Participants will learn what are the detailed assumptions of the SFS campaign and will be able to present its goals to target groups	<p>Trainer informs the participants in detail about main goal and specific objectives of the SFS campaign and the project</p> <p>The Senior-Friendly-school campaign's aim is to create innovative opportunities for social activation and civic engagement of the seniors, through offering quality social skills development opportunities in the framework of training programs. Campaign prepares the seniors for the role of ambassadors of the established Senior-Friendly School/University campaign, and trainers/facilitators or workshops for school kids. Specific goals have been defined to achieve the aim:</p> <p>The specific goals of the campaign:</p> <ul style="list-style-type: none"> Elimination of pessimistic view of old age, evolution of the image of seniors 	<p>Using training Modules of IO1</p> <ul style="list-style-type: none"> Workshops Open air activities Play games Experiences 	4 hrs

Goals of the campaign	Participants will learn what are the detailed assumptions of the SFS campaign and will be able to present its goals to target groups	<ul style="list-style-type: none"> • Elimination of misconceptions related to the seniors, which influence their social activity • The campaign gives the opportunity to utilize knowledge and skills of seniors, give possibility for lifelong learning of the seniors • The campaign is the opportunity to build intergenerational relations in society and integrate the local community • The campaign gives possibility to introduce new, interesting extracurricular activities in schools <p>Moreover - the project and the campaign:</p> <ol style="list-style-type: none"> 1.increases participation of seniors in lifelong learning - develop basic trainers competencies among 60 seniors to support them in establishing long-lasting intergenerational connections and in building an understanding of old age in local communities by delivery of lectures and workshops for school kids, based on storytelling, utilising seniors' life experience and knowledge in various areas. 2.Building positive intergenerational relations between the elderly and youth by developing and implementation in regional schools in countries involved with the social campaign Senior-Friendly Schools. Engaging seniors in collaboration with schools in the role of lecturer/workshop facilitator or ambassadors of the campaign. 3.Improvement of adult trainers skills in training delivery for the seniors, organization and implementation of awareness-raising campaigns and storytelling. 4. SFS campaign prepares for the role of trainer/facilitator of workshops, games, various activities with school kids thanks to developing basic trainers competencies, including innovative storytelling methods, and establishes intergenerational relations with school kids. <p>Senior-Friendly School campaign creates a bridge between senior ambassadors and schools</p>	<p>Using training Modues of IO1</p> <ul style="list-style-type: none"> • Workshops • Open air activities • Play games • Experiences 	4 hrs
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Goals of the campaign	Participants will learn what are the detailed assumptions of the SFS campaign and will be able to present its goals to target groups	<p>during the campaign implementation.</p> <p>7. Seniors are prepared for the role of ambassador of the Senior Friendly School campaign thanks to increasing knowledge of the campaign and developing social competencies such as communication, active listening, empathy, presentation, basic marketing skills.</p> <p>8. Seniors increase ICT competencies, required in the delivery of lectures/workshops for students.</p> <p>9. The campaign also develops kids' perception of natural life and adaptation by being involved in natural life activities with seniors.</p> <p>10. Adult trainers improve their training skills in training delivery, storytelling implementation.</p> <p>11. Senior Friendly School campaign increases the access of seniors to the knowledge of leading trainings and storytellings.</p> <p>12. The other following results are planned to be achieved on campaign completion,</p> <ul style="list-style-type: none"> • Positive intergenerational relations established • Extended training competencies of related organizations increased • Raised awareness and extended training and social activation of the seniors' organization for their members/participants • The strengthened image of seniors of old age is shaped in a positive way among school kids and the local society. • Realization of the mentioned process enables the creation of opportunities for social and civic engagement of the seniors, which makes the Senior Friendly School campaign's goal achieved. 	<ul style="list-style-type: none"> • IO1 	4 hrs
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REFLECTION OF THE INNOVATION CAMPAIGN

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
Cooperation Model Vertical Integration Model	Seniors-ambassadors will learn about innovative aspects of the campaign	<p>Senior-Friendly School campaign is the model of social activation of seniors by being a part of the social togetherness and establishing long-lasting relations between adult organizations and schools in the form of cooperation</p> <ol style="list-style-type: none"> 1.The cooperation model supports lectures and workshops for school kids. Social activations are based on life experience, professional knowledge, and skills of the seniors. 2.The activities of the campaign are carried out together with the schoolchildren, depending on the creativity of the seniors. The leaders of the campaign are the seniors who lecture to kids under the umbrella of the positive image of old age. The campaign activities motivate the seniors to take a positive and proactive attitude and taking responsibility for themselves in creating a positive image of old age among school kids. <p>Leaders of this campaign, seniors will be able to present the potential of seniors, the value of life experience, and to show that old age doesn't always mean vulnerability – one can realize their dreams even in old age.</p>	presentation, discussion	4 hrs

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Horizontal Integration Model	Seniors will learn how to build cooperation with other organizations to support their activities as ambassadors.	<p>Horizontal cooperation; lean, agile and collaborative strategies disseminate and support the campaign</p> <p>Logistics strategies, feeding through horizontal channels realise an excellent cooperation.</p> <p>The campaign is carried out with school partners at the regional level, led by adult education institutions or associations</p>		
EFFECTIVE COMMUNICATION				
Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
Effective Styles of Communication	<p>Learn the scope of basic and effective communication skills</p> <p>#senders analyze their receiver & recognize their perspectives</p> <p>#Use of feedback</p> <p>#Make the message meaningful</p>	<p>Trainer introduces basic concepts</p> <ul style="list-style-type: none"> What is Communication? Communication is the process of transmitting information and understanding from one person to another by use of words and non-verbal expressions including body language. Effective communication is an essential component of success. Human relations – development and maintenance of effective interpersonal relationships. <p>Teaching and learning communication (4 types)</p> <ol style="list-style-type: none"> Verbal <p>Talk with each other not at each other Hold discussions not speeches</p> <ol style="list-style-type: none"> Nonverbal <p>Body language Can be either positive or negative</p> <ol style="list-style-type: none"> Written <p>Specific, accurate and brief</p> <ol style="list-style-type: none"> Listening <p>Active</p>	Lecture	2 hours

		Trainer asks participants to define effective communication (characterize its features) Why effective Communication? - Crucial to a good and positive working environment - Creates the atmosphere required for smooth operation & great outcomes - Does require practice		
Communication tips	Thanks to the tips, communication skills improve, points to be considered become clear	<ul style="list-style-type: none"> In order to have communication, both listening and speaking are necessary 70% of all mistakes happen because of ineffective communication Only 25% of what is heard is remembered We hear only half of what is said to us, understand only half of that, believe only half of that, and remember only half of that"(Walker, 2002, as quoted in Cyr, 2004). Ask open-ended questions to assess if message was received (Unstructured response is required) Receive and develop messages based on their own perceptions <p>1.Face-to-Face Communication 55% body language 38% tone of voice 7% spoken word</p> <p>1.Telephone Communication 82% tone 18% words</p>	Presentation: Tips will improve performance in effective communication.	
Factors that Influence Communication Effectiveness	Learns the factors of effective communication, increases the ability to focus on what and how			
Creation of Positive Work Environment	Creating a positive work environment is created with initial meetings	Other important points to consider in the initial meeting The success of (5C channels) Consistency, Clarification, Commitment, Collaboration and Connection creates a positive atmosphere. 5 C's create by: <ul style="list-style-type: none"> Keeping communication channels open Creating a positive campaign atmosphere Encouraging positive participant attitudes Working in a professional manner at all times 	Presentation: Creating a positive workplace ensures a successful campaign	

HOW TO COMMUNICATE IN THE NEGATIVE POSITION IF THE TARGET MASS DOES NOT WANT TO JOIN THE CAMPAIGN AND IF SAYS "NO!"

[illegible]

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Principles of Listening		<ul style="list-style-type: none"> Encourages the speaker to clarify; the speaker feels heard Reduces emotion which will clarify thinking <p>Ask yourself these three questions;</p> <ul style="list-style-type: none"> Do you have all the information? Do you have everyone's perspective? It may not be – and probably isn't – about you 	Presentation, Sample video presentations (stop and discuss, active participation)	2 hours
Effective Communication Strategies in a troubling situation	When faced with saying 'No' in a campaign marketing interview	<p>Trainer informs and discuss with participats</p> <p>The SFS Ambassador will:</p> <p>Think about what you want to say</p> <p>Wait until you are not angry, then start the contact</p> <p>Affirm them as you begin (they are right)</p> <p>Tell them you are struggling with this problem</p> <p>Outline the problem</p> <p>Seek to understand what will be the final decision</p>	Human relations education with a psychological approach	
PERSONALITY DIFFERENCES				
Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
Being aware of personal differences,	Personality impacts how to communicate with and perceive others	<p>What colour is his/her personality?</p> <p>Helps to:</p> <ul style="list-style-type: none"> Understand his/her core personality Discover what motivates him/her Read them easily and accurately Identify his/her natural strengths & overcome his/her limitations Improve the relationships with others Raise the campaign performance 	Methods of personality colour tests	2 hours

	Perception and Interpretation	<table> <tr> <th>Characteristics</th> <th>BLUE</th> <th>GOLD</th> <th>GREEN</th> <th>ORANGE</th> </tr> <tr> <td>Strength</td> <td>Authenticity</td> <td>Duty</td> <td>Knowledge</td> <td>Skillfulness</td> </tr> <tr> <td>Value</td> <td>kindness, sympathy, harmony</td> <td>Dependability, accountability, Responsibility</td> <td>Answers, intelligence, explanations</td> <td>Skills, elegance, charisma</td> </tr> <tr> <td>Dislike</td> <td>Hypocrisy, deception, insincerity</td> <td>Disobedience, nonconformity</td> <td>Injustice and unfairness</td> <td>Rigidity, authority</td> </tr> <tr> <td>Expression</td> <td>Vivacity, enthusiasm, inspiration</td> <td>Concern, stability, purpose</td> <td>Coolness, calm</td> <td>Optimism, impatience, eagerness, confidence</td> </tr> </table> <table> <tr> <td>Orange sees self as...</td> <td>Others see orange as...</td> </tr> <tr> <td>Fun-loving, enjoys life</td> <td>Irresponsible</td> </tr> <tr> <td>Spontaneous</td> <td>Flaky, strange</td> </tr> <tr> <td>Cautious</td> <td>Scattered</td> </tr> </table> <table> <tr> <td>Green sees self as...</td> <td>Others see green as...</td> </tr> <tr> <td>I'm right</td> <td>Arrogant</td> </tr> <tr> <td>Tough-minded</td> <td>Heartless</td> </tr> <tr> <td>Calm</td> <td>Cool, aloof, unfeeling</td> </tr> </table> <table> <tr> <td>Gold sees self as....</td> <td>Others see gold as...</td> </tr> <tr> <td>Stable</td> <td>Rigid</td> </tr> <tr> <td>Dependable</td> <td>Boring</td> </tr> <tr> <td>Organized</td> <td>Uptight</td> </tr> </table> <table> <tr> <td>Blue sees self as...</td> <td>Others see blue as...</td> </tr> <tr> <td>Caring, compassionate</td> <td>"bleeding heart"</td> </tr> <tr> <td>Warm</td> <td>Overly-emotional</td> </tr> <tr> <td>Empathetic, people person</td> <td>Too trusting</td> </tr> </table>	Characteristics	BLUE	GOLD	GREEN	ORANGE	Strength	Authenticity	Duty	Knowledge	Skillfulness	Value	kindness, sympathy, harmony	Dependability, accountability, Responsibility	Answers, intelligence, explanations	Skills, elegance, charisma	Dislike	Hypocrisy, deception, insincerity	Disobedience, nonconformity	Injustice and unfairness	Rigidity, authority	Expression	Vivacity, enthusiasm, inspiration	Concern, stability, purpose	Coolness, calm	Optimism, impatience, eagerness, confidence	Orange sees self as...	Others see orange as...	Fun-loving, enjoys life	Irresponsible	Spontaneous	Flaky, strange	Cautious	Scattered	Green sees self as...	Others see green as...	I'm right	Arrogant	Tough-minded	Heartless	Calm	Cool, aloof, unfeeling	Gold sees self as....	Others see gold as...	Stable	Rigid	Dependable	Boring	Organized	Uptight	Blue sees self as...	Others see blue as...	Caring, compassionate	"bleeding heart"	Warm	Overly-emotional	Empathetic, people person	Too trusting	Individual test	2 hours
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Bottom line	Be aware that perceptions plays a significant role in effective communication	<p>In order to communicate effectively</p> <ul style="list-style-type: none"> • Listen • Clarify or rephrase • Articulate clearly • Maintain composure • Problem solve 	<p>Motivation:</p> <p>What motivates you to participate in this campaign?</p> <p>To do your best?</p> <p>To go "above and beyond"</p>																																																										

1. Methods applied

Implementation of the campaign requires cooperation between the campaign's senior ambassadors and the schoolchildren. School children and seniors come together with the support of the headmaster, teachers and parents. Motivational meetings are held with the headmaster, teachers and parents to mobilize them. In order to do so, first of all, seniors have to be prepared to lead interesting and inspiring workshops/classes for kids, have to know, how to communicate and build relations with them, and how to create confidence and trust.

Method Used;

- With the support of people in important positions in the region,
- Interesting events (refreshments, entertainment programs, excursions, etc.),
- Teachers and parents' invitations,
- Advertising promotions (materials, useful stationery)
- Effective communication skills
- Personal differences , colours of personality

1. Didactic aids

In the module various teaching aids and didactic materials will be used:

- articles, written sources

2. Timing of the module

The campaign meeting will last 20 hours and will consist of numerous topics. Their duration will be adjusted according to the interests and needs of the events.

SENIORS FOR EDUCATION - lifelong learning for intergenerational education

TRAIN THE TRAINER PROGRAM FOR SENIORS

MODULE NO. 2

SALES TRAINING

A guide for senior organizations and adult trainers

SCENARIO OF THE TRAINING MODULE

Author: Magdalena Petryniak

Version: 1.02

Date of publishment: 09.10.2021

Venue: Ankara TR

GENERAL INFORMATION

1. Main goal of the training module
2. Specific educational goals – to be described in the table
3. Methods applied
4. Didactic aids
5. Timing of the module

The goal of the training will be to shape Seniors' skills and competences to expand the impact of the Senior-Friendly School program.

With the storytelling skills, seniors will be able to build trust, increase the efficiency of communication and effectiveness of the campaign and in the long run, create long-lasting ties with schools, based on empathy and mutual understanding of needs.

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Senior-Friendly School program Ambassadors

We are all in sales

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
<p>The concept of selling</p> <p>What is selling?</p> <p>What are the biggest mistakes in selling programs and ideas?</p> <p>The role of the program Ambassador</p>	<p>After this part of the module the trainee will:</p> <ul style="list-style-type: none"> Have the knowledge of what is the role of the program Ambassador Understanding of the basic principles of selling Have a general awareness of what kills the sales conversations 	<p>1. Who is the program Ambassador</p> <p><u>Kick-off exercise: Ask your audience to come in teams of 3 or 4 and build a profile of a "Perfect Senior-Friendly School program Ambassador". The following questions may help in a group discussion:</u></p> <ul style="list-style-type: none"> What are the characteristics of a program Ambassador? What skills are needed to be effective and successful in that role? What are the tasks of the Program Ambassador? <p>Each group is asked to draw a poster portraying the Perfect Ambassador. Total time of discussion and poster building - 15 minutes.</p> <p>Next, each group presents the poster in a big group in max 3 minutes.</p> <p>Training moderator offers the final summary of the exercise listing out top skills and actions mentioned by participants</p> <ul style="list-style-type: none"> Total exercise time: 15 min + 3 min x # of groups = max 30 minutes <p>2. We are all in Sales</p> <p>1. Explain to the group that SALES is the key skill every ambassador needs to develop in order to,</p> <ul style="list-style-type: none"> promote the Senior-Friendly School program talk to school principals and teachers acquire schools to join the Network of Senior-Friendly Schools 	<p>Team exercises and discussions</p> <p>Forum debates</p> <p>Creating posters</p> <p>Whiteboarding</p>	<p>60 minutes</p> <p>1st exercise: 30 min.</p> <p>2nd exercise: 10min.</p>

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<p>The concept of selling</p> <p>What is selling?</p> <p>What are the biggest mistakes in selling programs and ideas?</p> <p>The role of the program Ambassador</p>	<p>After this part of the module the trainee will:</p> <ul style="list-style-type: none"> • Have the knowledge of what is the role of the program Ambassador • Understanding of the basic principles of selling • Have a general awareness of what kills the sales conversations 	<p>1. Divide the group into 2 teams. Ask one team to describe the best salesperson they met in life and what were the characteristics of such a person? Ask the other group to describe the worst salesperson they met and what was so disturbing about that person? – Each group has 2 minutes to present. Write down the answers on two sides of the flipchart. Total time – approx. 10 minutes</p> <p>1. Show the definition of sales we favour: “Selling is helping people to achieve their goals and solve their problems using your offering”</p> <p>The key ingredient in this definition is helping – it is the servant attitude</p> <p>1. Five (5) biggest mistakes in selling programs and ideas. Go through the list below and talk to participants about the risks of each behavior:</p> <p>1. No preparation, no plan – some people believe that they can wing it, so they go to the meetings without any preparation. They don’t know the school profile, if the school was active in other educational, intercultural, intergenerational programs, what is the principal’s attitude towards innovation in education, etc. Preparation is the key, it helps you to be more specific, more relevant when you are talking to the school leadership. Moreover, it may help you to avoid objections and pushbacks regarding the program itself.</p> <p>2. Too much talking – not enough listening. That’s the common thread during “sales” meetings. Imagine how you would feel attending the sales pitch, and listening to a person who just talks and talks and gives you no space to respond, reflect nor ask a question? Salespeople love the sound of their voice and they tend to speak too much and brag about themselves, the product or a program. Remember that this meeting is not about you telling how great the initiative is, the meeting is about building a common</p>	<p>Team exercises and discussions</p> <p>Forum debates</p> <p>Creating posters</p> <p>Whiteboarding</p> <p>“Selling is helping people to achieve their goals and solve their problems using your offering”</p>	<p>60 minutes</p> <p>1st exercise: 30 min.</p> <p>2nd exercise: 10min.</p>
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<p>The concept of selling</p> <p>What is selling?</p> <p>What are the biggest mistakes in selling programs and ideas?</p> <p>The role of the program Ambassador</p>	<p>After this part of the module the trainee will:</p> <ul style="list-style-type: none"> • Have the knowledge of what is the role of the program Ambassador • Understanding of the basic principles of selling • Have a general awareness of what kills the sales conversations 	<p>understanding of the needs of children and jointly agreeing on the benefits of such an initiative. You want to get the school principals' buy-in, and that requires their involvement in the discussion and co-creation of the program. So make the meeting conversational. Listen more, talk less.</p> <p>3. Presentations in PowerPoint can create disconnection. Do you know the phrase "Killed by PowerPoint, Killed by bullet points"? Yes? Remember, humans' attention span is shrinking (some scientists say that is even shorter than a goldfish's attention span). Our brains are too lazy to process long (and often boring) streams of data and facts. Avoid reading the power point presentation. If you really need, use the PowerPoint to illustrate your point, show pictures, logos, certificates. The fewer slides the better.</p> <p>4. It is all about us. Remember, it's not a beauty contest. Your role is not to brag about how great you are, how important the program is. Your role is to build collaboration, partnership and trust with the school principal. They need to feel important, included, and inspired. They need to feel seen. Therefore, keep the meeting conversational, ask questions, recap, ask for confirmation of understanding, acknowledge what you hear.</p> <p>5. Sparring. The sales meeting is not a boxing ring, the person you meet is not your opponent. However, some salespeople react pretty emotionally and confrontationally when they hear any sign of discontentment, hesitation or objection. They try to kill any negative argument, they fiercely protect their positions, yet getting an objection from the school principal may be an opportunity to understand better his or her point of view, past experiences and fears. It may be a chance to show empathy, show understanding, disarm the fear and create connection and trust.</p>	<p>"Selling is helping people to achieve their goals and solve their problems using your offering"</p>	<p>60 minutes</p> <p>1st exercise: 30 min.</p> <p>2nd exercise: 10min.</p>
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Selling skills: Storytelling

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
<p>Selling skills</p> <p>The role of storytelling in sales</p> <p>Types of stories every Ambassador should use in conversations with school principals</p>	<p>After this part of the module the trainee will</p> <ul style="list-style-type: none"> Have the understanding of the power of storytelling in sales calls Have the experience of using storytelling in a conversation Have the skills of building and telling a story Have ready to use examples of stories that they can apply in conversations with school principals. 	<p>I. Why story?</p> <p>1. <u>Numbers tell, stories sell.</u> It's a common phrase that shows the importance of storytelling in persuading people. Stories trigger emotions, and emotions trigger buying decisions. We often say "<u>People buy emotionally and then rationalize it with logic</u>". Ask participants to recall the last time they bought a pair of shoes (another pair of high heels, while you already had 3 of the same type in your wardrobe) or a car, or a holiday trip. What was the role of emotions in making that decision?</p> <p>1. Most people don't like to be sold, however, we all love to buy. The story is not invasive, not pushy, and is a way for the listener to opt-in with the "seller's" messaging</p> <p>2. Stories inspire, captivate and resonate</p> <p>3. <u>That's way we need storytelling in selling</u> the Senior-Friendly School program to schools' principals</p> <p>4. You can recall the Storytelling Training and ask participants to list benefits of storytelling:</p> <p>a. stories TRANSPORT US to places and events (like a time machine)</p> <p>b. stories ENGAGE OUR SENSES (sight, hearing, smell, taste, and touch) -we can feel, see, smell what the teller feels, sees, smells, etc.</p> <p>c. stories CONNECT US with others</p> <p>d. stories BUILD A VISION of the</p>	<p>Didactic Aids:</p> <p>Storytelling Board (annex 1)</p> <p>Feedback Observation Form- Storytelling (annex 2)</p> <p>Video: Future of StoryTelling: Paul Zak https://youtu.be/DHeqQAKHh3M</p> <p>Methods:</p> <p>Breakout group Exercises</p> <p>Insights sharing</p> <p>Moderated discussions</p> <p>Whiteboarding</p>	<p>75 minutes</p>

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<p>Selling skills</p> <p>The role of storytelling in sales</p> <p>Types of stories every Ambassador should use in conversations with school principals</p>	<p>After this part of the module the trainee will</p> <ul style="list-style-type: none"> • Have the understanding of the power of storytelling in sales calls • Have the experience of using the storytelling in a conversation • Have the skills of building and telling a story • Have ready to use examples of stories that they can apply in conversations with school principals. 	<p>world, stories ignite imagination e.stories MOVE US TO ACT f. Stories GIVE MEANING</p> <p>II. Storytelling in sales</p> <p>In this section we will learn to build and tell 3 types of stories every Ambassador can use when meeting with school principals (that's the Ambassador's story vault)</p> <p>1) Ambassador story: "Who am I, who I represent and why?" 2) Hero Story about another School / Principal / Kid who attended the program 3) Imagine Story about how the life / behavior of kids may change when the school joins the program</p> <p>EXERCISE Team up participants in groups of 3. In each group ask participants to choose one of the stories to build & tell. Each participant must have a different type of story: 1. Ambassador story, 2. Hero Story, 3. Imagine Story</p> <p>PART 1: STORY BUILDING [15 minutes] Circulate the "Storytelling Board" and have participants fill in the board with their type of story. Storytelling Board – is a board made of 5 parts :</p> <ol style="list-style-type: none"> 1.Beginning – when you introduce the Hero and the Hero's dream. In the beginning you say when and where the action starts 2.Conflict – in this part you described what stood in the way of the hero reaching their dream. What problems, challenges, decisions and dilemmas the hero faced? 3.Turning point – is the moment in the story when something changed for the hero. What was that? Did he/she meet a mentor? Did he/she gain a piece of new knowledge, a new power? What changed? 4.Resolution – how the story ended for the hero? Did he/she achieve the goal, realise the dream? 	<p>Extras : IKEA - Start Something New: The unlimited potential of a chair. https://youtu.be/IQwrpmUmVeo</p>	<p>75 minutes</p>
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<p>Selling skills</p> <p>The role of storytelling in sales</p> <p>Types of stories every Ambassador should use in conversations with school principals</p>	<p>After this part of the module the trainee will</p> <ul style="list-style-type: none"> Have the understanding of the power of storytelling in sales calls Have the experience of using the storytelling in a conversation Have the skills of building and telling a story Have ready to use examples of stories that they can apply in conversations with school principals. 	<p>5. The moral – what is the message you want to convey? [allocate 15 minutes for the building part]</p> <p>PART 2: STORYTELLING [20 minutes]</p> <ul style="list-style-type: none"> Participants are still in groups of 3. In each group, participants will be telling a story and listening to a story. The teller must tell the story in a maximum 4 minutes. The listeners' task is to write down: (1) what did I like about the story and the way it was told? (2) what could have made the storytelling more persuasive? Listeners share their feedback with the teller (you can use the feedback observation form Annex 2) 3 rounds, total time 20 minutes <p>PART 3: INSIGHTS SHARING [10 minutes]</p> <p>Ask participants to share their lessons learned from this exercise. You can ask additional questions:</p> <ul style="list-style-type: none"> What did you learn about the power of storytelling in selling ideas? What makes the story compelling/persuasive? 	<p>Extras : IKEA - Start Something New: The unlimited potential of a chair. https://youtu.be/IQwrpmUmVeo</p>	<p>75 minutes</p>
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Selling skills: Know your Customer

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	timing
<p>Understand your customer</p>	<p>After this part of the module the trainee will</p> <ul style="list-style-type: none"> Have an understanding of the Principal's Persona profile 	<p>1. Who is your customer? Remember the definition of selling? "Selling is helping people to achieve their goals and solve their problems using your offering"</p> <p>At the heart of every successful sales there is A CUSTOMER! We must always</p>	<p>Didactic Aids: Customer's Persona Model (annex 3)</p> <p>Post-it cards</p>	<p>45 minutes</p>

Understand your customer	Have the knowledge and tools to build the customer's persona	<p>look at what we deliver from the customer's point of view. Why should he/she care for what we do? How is our offering (program) helping him/her to solve problems or achieve goals?</p> <p>Therefore, the first step is understanding your customer.</p> <p>In the next exercise we will build our Customer's Profile. The ideal customer will be the school principal. The task will be to describe the School Principal using the model called PERSONA. You can draw a Principal's Persona on a flip chart (use the attached model).</p> <p>Describe the model – there are 3 elements that describe the Persona:</p> <ol style="list-style-type: none"> 1.Main tasks 2.Main challenges or pains in conducting the tasks/ the job 3.Main gains – what the school principal aims to achieve <p>Divide the group into 3 teams. Each team will be working on 1 dimension. When describing each element of the Persona's Profile just focus on areas/activities that relate to what we deliver through the Senior-Friendly School program</p> <p>You can hand out post-it cards to each group (it will be great to have 3 different colours of post-its) and ask the group to put one element on one post-it card. Allocate 10 minutes for the group work.</p> <p>Next, ask each group to present. Call out one representative of the group to bring the post-it cards, share the outcomes of the group work, and stick the cards on the flipchart.</p> <p>Total time : 15 minutes</p>	<p>Methods: Breakout group Exercises</p> <p>Insights sharing</p> <p>Moderated discussions</p>	45 minutes
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Selling skills: Listening and asking questions

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
<p>The importance of listening in sales conversations</p> <p>Listening barriers</p> <p>Empathic Listening</p> <p>Listening tools</p> <p>Modeling the sales conversation</p>	<p>After this part of the module the trainees will</p> <ul style="list-style-type: none"> Have a set of tools that will help them to listen better and ask questions in conversations with schools principals Have the experience of conducting a sales call Have the feedback regarding their listening skills 	<p>1. Why is listening so important and so hard?</p> <ol style="list-style-type: none"> Listening is a way to understand and build a connection with your customer (school principal) Most people don't listen to understand, they wait for their turn to speak. Ask participants to name the things others do, which makes us not heard, understood, or gotten. Write it down on the flipchart Show the listening barriers list and ask participants to call out the most dangerous ones during the sales conversations with school principals <p>2. Empathic listening</p> <ol style="list-style-type: none"> What is empathy? "Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another" - Alfred Adler How can we listen with empathy? <ul style="list-style-type: none"> introduce the 3 empathic listening skills: ELICIT - VALIDATE - REFLECT and ask participants to create more examples of each listening tool <p>3. Exercise – model a conversation with a school principal and practice empathic listening.</p> <p>Break the group into teams of 3 people. In each round, one person will play the role of a school principal. The other person - the role of a program Ambassador and the third person serves as an observer.</p>	<p>Methods:</p> <p>Breakout group Exercises</p> <p>Insights sharing</p> <p>Moderated discussions</p> <p>Whiteboarding</p> <p>Didactic Aids:</p> <p>Empathic Listening Skills Board (Appendix 4)</p> <p>There is a difference between listening and waiting for your turn to speak.</p> <p>- Simon Sinek</p> <p>Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another.</p> <p>- Alfred Adler</p>	<p>75 minutes</p>

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<p>The importance of listening in sales conversation</p> <p>Listening barriers</p> <p>Empathic Listening</p> <p>Listening tools</p> <p>Modeling the sales conversation</p>	<p>After this part of the module the trainees will</p> <ul style="list-style-type: none"> • Have a set of tools that will help them to listen better and ask questions in conversations with schools principals • Have the experience of conducting a sales call • Have the feedback regarding their listening skills 	<p>The 1st round: Understand the pain</p> <p>The Ambassador's role is to learn about the school principal's challenges in realizing his/her tasks and goals. Use the 3 types of empathic listening tools to deepen the conversation, confirm understanding, and show empathy. At the end of the call recap and ask if you got him/her. Total time of the conversation between the Ambassador and the Principal – 7 minutes.</p> <p>When the call ends, the observer takes over, and offers feedback to the ambassador about how he/she did during the call. Use the observation form to deliver your feedback in a concise and empathic way. The total time of the first round is 20 minutes.</p> <p>The 2nd round: Discuss the vision of the school joining the Senior-Friendly School program</p> <p>The Ambassador's role is to facilitate the conversation about the Senior-Friendly School program. Ask the Principal how he/she sees the program, what she likes and what would it mean for the school to join such a program? What would it mean for the school principal personally to join such an initiative? Use the 3 types of empathic listening tools to deepen the conversation, confirm understanding, and show empathy. At the end of the call recap and ask if you got him/her. Total time of the conversation between the Ambassador and the Principal – 10 minutes.</p> <p>When the call ends, the observer takes over, and offers feedback to the ambassador about how he/she did during the call. Use the observation form to deliver your feedback in a concise and empathic way. Total time of the first round is 20 minutes.</p> <p>PART 3: INSIGHTS SHARING</p> <p>Ask participants to come back to a big group and share their lessons learned from this exercise. You can ask additional questions:</p> <ul style="list-style-type: none"> • What did you learn about the power of listening in selling ideas? • Can you share some of the most powerful questions that you heard? <p>Total time: 10-15 minutes</p>	<p>Methods: Breakout group Exercises</p> <p>Insights sharing</p> <p>Moderated discussions</p> <p>Whiteboarding</p> <p>Didactic Aids: Empathic Listening Skills Board (Appendix 4)</p> <p>There is a difference between listening and waiting for your turn to speak. - Simon Sinek</p> <p>Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another. - Alfred Adler</p>	<p>75 minutes</p>
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How to become a great Ambassador?

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
<p>The power of Trust in sales</p> <p>The power of recommendations</p>	<ul style="list-style-type: none"> Have a general awareness of what makes a great ambassador Have understanding of the importance of recommendations 	<ol style="list-style-type: none"> 1. People build from people they trust. Build trust in every sales conversation 2. People rely on recommendations when they make decisions. Show recommendations of other schools /officials who support the program 	<p>Methods: Insights sharing</p> <p>Moderated discussions</p>	15 minutes

Videos for Reference:

Storytelling

Future of StoryTelling: Paul Zak - <https://youtu.be/DHeqQAKHh3M>

Empathic Listening

Brene Brown "Empathy vs Sympathy" xxx – link

Annex 1.

STORYTELLING BOARD

BEGINNING MEET THE HERO HERO'S DREAM	CONFLICT HERO'S PROBLEMS	TURNING POINT HERO ACTS DIFFERENTLY	RESOLUTION HERO REACHES THE GOAL	THE MORAL LESSONS LEARNED
Once upon a time...	Until one day...	And on that day things changed...	And finally...	And the reason I am telling you that story is...
Introduce the Hero Reveal a Hero's Dream	What stood on a Hero's way...	Tell what changed for the Hero....	What was the result of that for the Hero... How the story ended for the hero ...?	What is the message you want to convey?

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Annex 2.

FEEDBACK OBSERVATION FORM

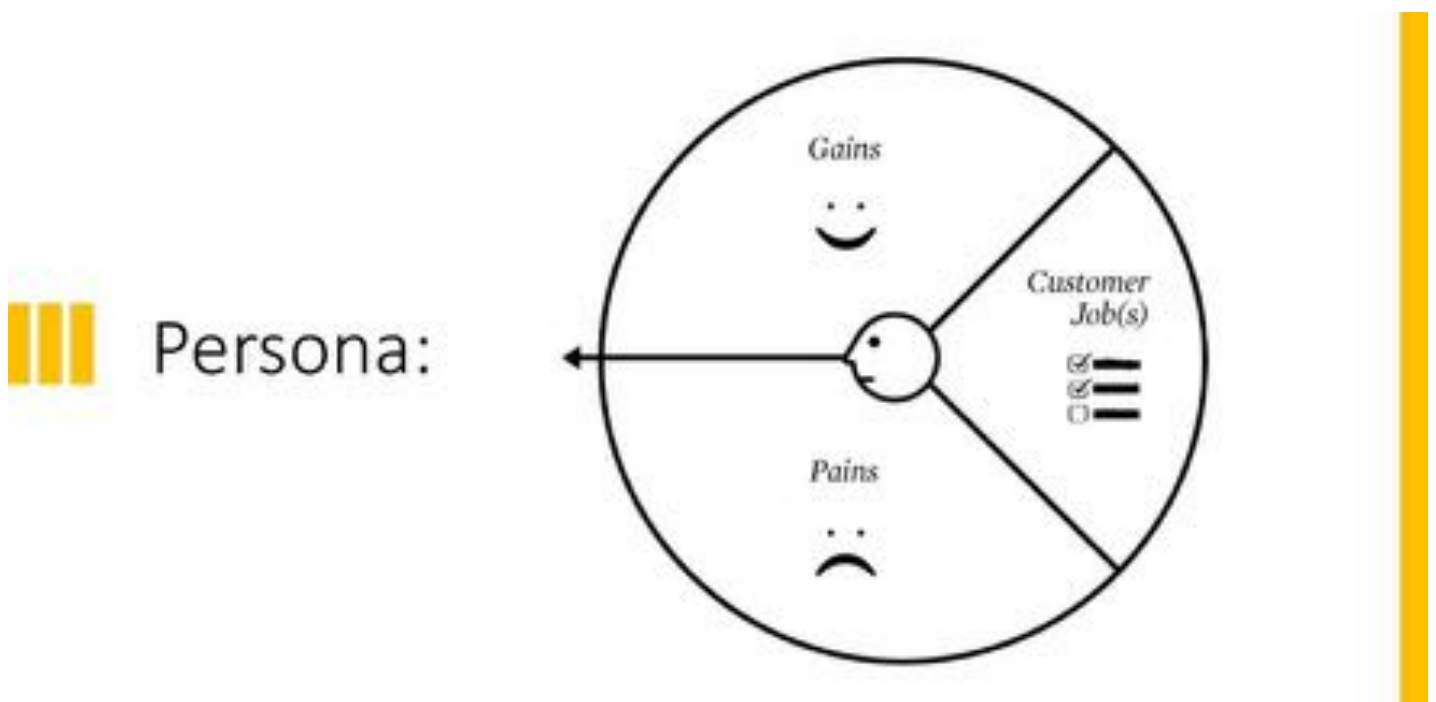
STORY	What did I like about the story and the way it was told?	What could have made the storytelling more persuasive?
STORY 1		
STORY 2		
STORY 3		

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Annex 3.

PERSONA MODEL



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Annex 4.

FEEDBACK OBSERVATION FORM

STORY	What did I like about the story and the way it was told?	What could have made the storytelling more compelling?
STORY 1		
STORY 2		
STORY 3		




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Annex 4.

EMPATHIC LISTENING SKILLS

ELICIT - VALIDATE - REFLECT

 Elicit (open ended questions)	 Validate (non judgment, doesn't mean you have to agree)	 Reflect (match the tone, perhaps paraphrase)
<ul style="list-style-type: none"> • "Can you take me back to the beginning?" • "Tell me more, what was that like?" • "What was going through your mind then?" • "And then what happened?" • "Is there anything else I should know?" 	<ul style="list-style-type: none"> • "I hear you", "I can see that", "I got that", "that sounds important" • "that resonates with me...", "I can really relate to what you are saying..." • "What you are saying makes sense to me..." • "I can see how you came to that conclusion..." • "I can only imagine what it must have been like..." 	<ul style="list-style-type: none"> • Buyer: "I felt confused"; Seller: "you felt confused" • "that sounds interesting/daunting/challenging/unpleasant...?" • "It sounds like you feeling/thinking/saying...?" • "Am I right to say that you felt...?" • "So in other words, what you are saying is..."

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Annex 5.

FEEDBACK OBSERVATION FORM – LISTENING

STORY	What did I like about the way you facilitated the conversation?	Examples of great questions you asked
CONVERSATION 1		
CONVERSATION 2		

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SENIORS FOR EDUCATION - lifelong learning for intergenerational education

TRAINING FOR SENIORS - AMBASSADORS OF THE SENIOR-FRIENDLY SCHOOL CAMPAIGN

MODULE NO. 3

PRACTICAL TOOLS FOR AMBASSADORS OF THE SENIOR-FRIENDLY SCHOOL CAMPAIGN.

**A guide for senior organizations and
adult trainers**

SCENARIO OF THE TRAINING MODULE

Author: I&F Education -IRELAND

Version: English

Date of document: 22/09/21

GENERAL INFORMATION

1. Main goal of the training module
2. Specific educational goals – to be described in the table
3. Methods applied
4. Didactic aids
5. Timing of the module

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HOW TO BECOME A PERFECT AMBASSADOR

Detailed description of topics raised during the training	Educational results (in terms of knowledge and skills acquired)	Teaching and learning process	Methods and didactic aids used, exercises	Timing
<p>Toolkit for ambassadors of the senior-friendly school campaign:</p> <ul style="list-style-type: none"> -Communication skills (oral and written) and negotiation skills -Basic ICT skills -Decision-making -Graphic design for presentations 	<p>After this part of the module participants will know how:</p> <ul style="list-style-type: none"> -To present the campaign's idea by phone and arrange a meeting with the headmaster / principal - To prepare an invitation letter for the headmaster - To choose the right venue in the school for a workshop to take place - To make the visual presentations more attractive and practical 	<p>Please describe step by step what the ambassador should do in each part of the training, i.e.</p> <p>1.The trainer should teach the senior-ambassador how to prepare a <u>written outline</u> prior to the phone call with the school principal. This will serve him/her as a model and guide for future phone calls.</p> <p>It is important to consider the person we are addressing in order to adopt a correct register and adapt our message, which should be dynamic and persuasive to the headmaster.</p> <p>Our speech will try to be direct, concise and evoke the inspiring nature of the campaign we are ambassadors for. With every word we will emphasise the intergenerational dialogue that derives from the project.</p> <p>Then the ambassador explains how this idea is materialised, suggesting to the headmaster the organisation of a workshop or talk to the young students. We must engage the headmasters letting them know what we offer to their schools. This is when basic negotiation skills come into play.</p> <p>TIP: Ambassadors are not negotiators, but they should know how to convince the audience. Experience will be the best of their assets.</p> <p>2. The trainer will explain the</p>	<p>-Rethorical and negotiation skills</p>	<p>1 hour in total</p>

<p>Toolkit for ambassadors of the senior-friendly school campaign:</p> <ul style="list-style-type: none"> -Communication skills (oral and written) and negotiation skills -Basic ICT skills -Decision-making -Graphic design for presentations 	<p>After this part of the module participants will know how:</p> <ul style="list-style-type: none"> -To present the campaign's idea by the phone and arrange the meeting with the headmaster / principal - To prepare an invitation letter for the headmaster - To choose the right venue in the school for a workshop to take place - To make its visual presentations more attractive and practical 	<p>ambassador how to draft a <u>WORD document</u> where he/she explains the aim of the project along with the details of the specific event he/she has prepared (workshop, TED style Talk, Dynamic Group...).</p> <p>For this purpose, the facilitator will create a blank file on Word for the ambassador to attach its name and a picture or personal logo if available. Those elements will help the senior-ambassador to be identified more easily by the school he/she is applying to.</p> <p>TIP: Working on a self-personal branding helps gaining reputation and inspires reliability.</p> <p>3. Now the ambassador must choose the perfect venue for the event to take place. Where does he/she want his/her message to be emplaced? To answer that, the trainer will help the senior-ambassador to identify the nature of his/her event, launching a few questions and brainstorming in order to make the senior-ambassador reflect on:</p> <ul style="list-style-type: none"> • Is it a workshop, a lesson or a theoretical lecture? • Will I need a large space to organize group dynamics? • How large is my audience? • Does the school have an auditorium? <ul style="list-style-type: none"> - this info must be retrieved during the prior phone call with the headmaster. <p>TIP: Anticipating events and foreseeing certain situations can help ambassadors to deal with unforeseen events more easily.</p> <p>4. The trainer will open PowerPoint on his/her laptop, choosing the right template for the occasion (see the proposed template in Annex 3). This will be the easiest way to improve the quality of the ambassador's presentations.</p>	<p>-Psychological processes such as decision making (self-evaluation and self-questioning of a given scenario)</p> <p>-PowerPoint</p>	<p>1 hour in total</p>
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<p>Toolkit for ambassadors of the senior-friendly school campaign:</p> <ul style="list-style-type: none"> -Communication skills (oral and written) and negotiation skills -Basic ICT skills -Decision-making -Graphic design for presentations 	<p>After this part of the module participants will know how:</p> <ul style="list-style-type: none"> -To present the campaign's idea by the phone and arrange the meeting with the headmaster / principal - To prepare an invitation letter for the headmaster - To choose the right venue in the school for a workshop to take place - To make its visual presentations more attractive and practical 	<p>Both facilitator and senior ambassador will think again about the target group, which is mainly school headmasters/principals. Therefore, the contents should be rigorous but also creative, dynamic, and visual. But how to make a presentation like this?</p> <p>We currently live in a digitalised world where thousands of images, videos and other visual impacts come to us every day. That explains the failure of text in PowerPoint presentations. It is more advisable to engage our audience by attaching pictures, icons, and audiovisual files. This is what the trainer should convey to the ambassador.</p>	<p>-Rethorical and negotiation skills</p>	<p>1 hour in total</p>
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1. COMMUNICATION SKILLS

<p>Drafting a written outline before any phone call takes place.</p>	<ol style="list-style-type: none"> 1. First, the trainer will list the chronological events that usually appear in a conversation. This could be a little brainstorming workshop with the ambassador. Then they start by practicing imitating a real conversation. Facilitator will act as the school's principal. 2. Begin with a formal greeting (see an example in Annex 1). 3. Continue with the ambassador personal introduction (My name is ... and I am a facilitator of young learners). 4. Then the ambassador explains the objective of the Senior-Friendly Schools campaign after a more detailed and deep questioning from the "principal". This part is about learning how to handle certain attitudes from stakeholders. 5. Then he/she proposes to the principal to organize an activity in his/her school that will encourage intergenerational dialogue. The typology of the event should be justified (if our purpose is to organize a workshop, possibly the best place to carry it out is a classroom). At this point, the ambassador will learn how to argue his or her choice: "My goal is to hold a workshop with students in grades 3, 4 and 5 to address together and through group dynamics the short-term effects of climate change." 	<p>Blank paper or Word</p>	<p>10 minutes/1 hr</p>
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2. BASIC ICT SKILLS

Preparing an invitation letter for the headmaster	<ol style="list-style-type: none"> 1. The trainer will open Word on his/her laptop 2. He/she will click on "New file" and will choose one of the available templates that fit with a conventional letter aspect (see an example in Annex 2). 3. The trainer teaches the ambassador where to click in order to modify the contents inside the text boxes. 4. It is advisable for him/her to attach a personal logo in the upper left corner of the sheet (created ad hoc for the present campaign) and a digital signature if available. 	Word	20 minutes/1 hr
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3. DECISION MAKING

Choosing the right venue in the school for a workshop to take place	<ol style="list-style-type: none"> 1. List a set of places within a school where your event could take place. Again, this is a brainstorming activity that facilitator can arrange with the senior-ambassador. 2. The ambassador will know how to anticipate him/herself to the school infrastructure in order to prepare the perfect event for each occasion. Facilitator teaches the ambassador how to design several types of events before starting to work (workshops, lectures, dynamic groups, online PowerPoint presentations...) 3. It is important for the ambassador to pay attention to what the headmaster tells him/her during the phone call. Then posing questions will be vital: <ul style="list-style-type: none"> • Does the school have an auditorium? • How many students are there per class? • Have they ever organized such events? 	Blank paper or Word	10 minutes/1 hr
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4. PRESENTATIONS

Making the presentations more visual, interactive, and attractive to your target audience.	<ol style="list-style-type: none"> 1. The facilitator will open PowerPoint on his/her laptop 2. He/She will click on "New file" and will choose one of the available templates that fit with the event and a good colour palette (see an example in Annex 3). 3. The facilitator teaches the senior-ambassador how to modify the content inside the slides by clicking onto the different items: text, icons and images. 4. The first slide should be always a presentation card, using images and a big font for the title of the presentation, as it is seen in the proposed sample. 	PowerPoint	20 minutes/1 hr
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Annex 1.

SAMPLE PHONE CALL

[The senior's friendly school campaign ambassador calls a school. The headmaster is supposed to answer. If not, it will be necessary to kindly ask to speak to the headmaster saying, "Could I please speak to the school principal?"].

Ambassador: Good morning/ afternoon Mr. or Mrs. Principal.

Principal: Good morning/afternoon sir/madam. What do you need or why are you contacting us?

Ambassador: My name is (first and last name) and I am part of the "senior-friendly schools" campaign/project, which aims to promote intergenerational dialogue between seniors and young students in schools such as the one you direct. We would like to count on your school to carry out activities for this purpose.

Principal: Okay, could you give me more details about these activities and about the staff that would provide them to the students?

Ambassador: Of course. The project has senior trainers and facilitators, some of whom are retired and others who love their work or a specific area of knowledge. They are interested in offering this knowledge in the form of group dynamics, talks or workshops where students learn from their experience and knowledge.

Principal: Good, and when and where would these classes be held?

Ambassador: Well, first of all, the activities would not be classes as such. The project is designed to energise the educational environment and value the experience and knowledge of older people. Therefore, the talk or workshop can be held either during school hours or outside of school hours. The location will depend very much on the school's infrastructure. Do you have an auditorium?

Principal: We are a small school and do not have a large auditorium, but we do have an event and meeting room with seating for up to 100 people. Could you offer the classes to parents as well? We would be very interested in that.

Ambassador: In fact, the idea is more related with what I explained to you before. Many of our senior-trainers are specialists in one subject, but most of them are not teachers so they are not familiar with teaching and speaking in front of a large audience. They are more focused on making their talks interesting and make presentations attractive to the students.

Principal: Okay, and what about the topics? We are currently quite concerned with the quality of the content being taught in schools. How is it evaluated in the case of your staff?

Ambassador: Well, the project tries to control the type of output that is offered to young people. In any case, this is a campaign that essentially tries to bring young people into dialogue with the elderly, to eliminate the stigmas of old age and to educate young people in values of respect and tolerance. The themes of the workshops and talks are merely drivers and are varied: from gastronomy to culture or astronomy, for instance.

Principal: Good, please let me have a chat with some of my colleagues to discuss the possibility of organising these talks and collaborate with the campaign. Do you think you could come to the school to present the project to other colleagues of mine?

Ambassador: Of course, I can show you more details about the campaign. When is a good time to meet?

Principal: That would be great! Could you come this Tuesday morning at 10 am?

Ambassador: I'll be there! Will I be able to project my presentation in any way?

Principal: No problem. In my office we have a projector available. See you then.

Ambassador: Thank you. See you on Tuesday. Many thanks for the chat. Bye, bye.

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Annex 2.

SAMPLE INVITATION LETTER

Word (editable)

PDF

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Annex 3.

POWER POINT PRESENTATION

Annex 4.

INVITATION LETTER SFE SCHOOL CAMPAIGN

NAME + LAST NAME	
RECIPIENT'S NAME Position Company Address City, Zip code	CONTACT Address City, Postal Code E-mail address Phone
Date [dd-mm-yyyy] Dear [recipient's name]: I am writing to you as an ambassador for the Senior-friendly school's campaign. This is an Erasmus+ project, funded by the Erasmus+ programme of the European Union. Our Senior-friendly schools is focused on promoting intergenerational dialogue between young people and seniors. To achieve this, we try to put schools in contact with our senior trainers to give talks and organise workshops with students on various topics, in a dynamic and participatory environment. We would like to count on your school for this purpose. If you are interested, please do not hesitate to contact us. We remain at your disposal. Sincerely yours, [Your name and last name] [Digital signature, if available]	
	

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