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PROJECT RESULT NO. 2

PART 2/5



# Materials for educators, trainers (training scenario/trainer's manual)

TRAINING COURSE ENTITLED

Key competences for people 50+  
Literacy

2021-1-PL01-KA220-ADU-000035200

**PREPARED BY THE  
PROJECT CONSORTIUM**

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## Project result no. 2

Training course entitled:

# Key competences for people 50+:

## Literacy

### Part 2/5 - Materials for trainers

Version: English



Prepared by the Project Consortium (main Author: MiA)

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# Materials for trainers



Introduction (for this part additional hours may be used)				
Unit	Description of how the activity is carried out, content, methods.	Duration of the activity (in minutes): theory / exercises	Didactic aids	Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.
	<p>Get to know the group Individual presentation of the trainer and group members.</p> <p>Icebreaker – what is your name and why?</p> <p>The participants are encouraged to come in front of the class and write their names on the flipchart (ensures correct spelling in the future and makes it easier for others to remember each other’s names) and tell the story about how, why and by whom they got their name, or just the origin of their name. If a participant doesn’t have a story attached to their name, we may discuss the popular names of the period when they were born, if they like their name, or if they have experience in using their name abroad and how that worked out.</p>	30 minutes	<p>Flipchart</p> <p>Storytelling</p>	<ul style="list-style-type: none"> <li>– How to present oneself</li> <li>– How to have a conversation with strangers</li> <li>– How to tell a story</li> </ul>
	<p>Present the program, intention and the content of the course. Present the participant's obligations and the rules for obtaining the certificate</p> <p>Divide the group in pairs to discuss the following question: “What rules should be followed in the class room so we can create a good learning environment to everyone”</p>	30 minutes	<p>Flipchart</p> <p>Markers</p>	<ul style="list-style-type: none"> <li>– How to co-operate for a common goal</li> <li>– How to present findings</li> </ul>



	<p>Use flipchart and write down the rules as they are presented by the participants. Later, make a simple poster for the rules and hang it on the classroom wall, if possible.</p> <p>Participants' questions about the program and organization of classes.</p>			– Asking questions
	<p>Measuring the initial level of key competences:</p> <p>If the extra hours in the course plan, access to staff and voluntary helpers allow, it is advisable to interview the individual participants before the classes, or during the first day of the participation. One-on-one interviews should be confidential, conducted in a separate room and assess individual's background and motivation, and help the trainer and the learner to set concrete goals on an individual basis. If conducting interviews is not feasible due to group size and access to space/interviewers, the participants can fill in the interview guide as a background/interest survey. A simple interview guide/survey is attached.</p> <p>The testing should be done pen-on-paper, because this is a method everyone in the age-group is familiar with. The learner should start by writing their name and date. If the group consists of second language learners, they should also mention any standardized language tests they have taken.</p> <p>The test consists of two texts (minimum 80-100 words each). It is not important which questions are used, the purpose of the test is to collect raw material for analysis of the strengths and weaknesses with the language.</p>	2 hours + 2-5 hours of text analysis for the trainer	Interview guide	– Answering questions of oneself



	<p>It is often better to say “we’ll write for 30 minutes now” instead of mentioning how much text should be written. Here are some example questions that can be used:</p> <ol style="list-style-type: none"><li>1. What do you think literacy means and why is it important for us?</li><li>2. If you could change something in your neighborhood what would it be and why?</li><li>3. Write a story about a misunderstanding (between two people, or a person and an organization, at work or in private)</li><li>4. What do you think are the biggest differences between your childhood and the life of children today?</li><li>5. Tell us about your greatest achievement!</li><li>6. What are you excited about in the future?</li><li>7. Who is or was your role model and why?</li><li>8. How do you reach your goals?</li><li>9. Tell us about your hobby/interest and why you find it fascinating.</li><li>10. Write about the first job you ever had.</li></ol>			
<p><b>Advice for the trainer/ other important notes for this part</b></p>	<p>What to pay attention to when assessing the texts (both for first and second language users):</p> <ul style="list-style-type: none"><li>– Orthography, correct form in spelling, are there mistakes that repeat themselves in the text, do they use punctuation correctly</li><li>– Grammar, does the learner have problems with specific sentence structures, how are their conjugations</li><li>– Vocabulary, does the learner use synonyms and a good variety of words and expressions when they write</li><li>– Style, is the language characterized by spoken expressions, dialect or slang</li><li>– Coherency, can the learner express themselves in a manner that is coherent and easy to understand for the reader</li></ul> <p>It is also important to note if there are discrepancies between the level of their written and spoken language in and between these fields.</p>			



	<p>Summarize these five areas for each individual student on a text file as a starting point for their literacy journey! You can use the teacher's log -document as a template if you wish. Having a routine for writing your observations of their problem areas, learning process and advancement as well as how they have experienced these aspects themselves after each module will make it easier to do the assessments needed when you want to summarize the results of the course. How many hours you want to allocate to this depends on the size of the class, but the end of the course you will have a comprehensive, chronological documentation based on active observation and direct feedback on each individual learner.</p> <p>Save the texts produced this day and add them in the learner's individual portfolio. If only possible in your setting, let the individual learners see the corrections, and give them guidelines as to what they can pay more attention to based on their texts this day. Alternatively, the learner can manage their course portfolio themselves.</p>			
<p><b>Module 1: Language in different contexts – describing events and situations</b></p>				
Unit	Description of how the activity is carried out, content, methods.	Duration of the activity (in minutes): theory / exercises	Didactic aids	Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.
<b>1.1</b>	<p>This module takes place in a classroom or a designated learning area</p> <p>Warm up round: What did they say? A participant talks about something they enjoy doing or tell a story of something enjoyable, the next person tries to repeat the story to the best of their ability. This gives an opportunity to repeat names and lets the participants get to know each other better.</p>	1 hour	Self-assessment tool	<ul style="list-style-type: none"> <li>– Storytelling</li> <li>– Listening and repeating</li> <li>– Self-awareness of oneself as a learner</li> <li>– Expressing expectations</li> </ul>





	<p><b>1.2 Introduction and self-evaluation</b></p> <p>Assessing needs and expectations with self-assessment tool and group conversation Introduce the subject of the module. Use the self-assessment tool either as a small group/pair exercise and discuss the outcomes in the class.</p>			<ul style="list-style-type: none"><li>– Attitudes: creating a good atmosphere in the classroom, contribute to a good learning experience</li></ul>
	<p><b>1.3 Awareness of the levels of the language</b></p> <p>The learners are presented with an opinion and a commentary field from social media, a newspaper article and an official text by authorities on a similar subject. They assess in pairs/small groups how these are different from each other. You may use the material provided, or choose any material from your own country you find useful. Use humour!</p> <p>Divide the whiteboard in three parts, write down the observations the learners made about the use of vocabulary, style, grammatical forms in these three texts.</p> <p>Practical assignment (in pairs/small groups): write a short letter from the municipality about how to save electricity and/or what to do during periods of electric shortages in as informal language you can muster. Read it aloud to the class. What kind of reception does the text have? Does it serve its purpose?</p> <p>Practical assignment (in pairs/small groups): write a short Facebook-post of your weekend/day using as formal language as possible. Read it aloud</p>	1 hour	The set with short example texts (PowerPoint)	<ul style="list-style-type: none"><li>– Knowledge: levels of the language</li><li>– Skills: text analysis</li><li>– Attitudes: awareness of how one's own language affects others</li></ul>



	<p>to the class. What kind of reception does the post have? Does it serve its purpose?</p>			
	<p><b>1.4 Writing exercises, grammar and orthography</b></p> <p>Writing short texts, invitations to events, descriptions of a situation, simple applications, expressing an opinion in a concise and proper manner. The trainer should assist the learners in texts that are in close relation to what their right-now needs are (stolen bicycle, broken washing machine, invitation to a birthday party etc.). The process after having identified the form is described in “Advice for the trainer” section.</p> <p>During the writing exercises support the learners with their grammar and orthography based on needs identified during the testing. Especially in the case of second language users, evaluate if the need for practicing a specific aspect in grammar is more important than working with direct texts. Alternatively, incorporate the areas of difficulty, say conjugations, in a text that needs to be written in past tense by giving the learner a list of, or finding a website with lists of verb conjugations as a tool for describing the events in the past.</p> <p>Correct the texts using the <i>process writing method</i>. Support the learner in learning the basics of this approach, instead of expecting the first version to fulfill all the requirements.</p> <p>The roadmap may be different for each individual, “drafting – revising – deleting – re-drafting – revising – writing, revising– rewriting.” Simply put, the learner writes the first version, which is then corrected by the trainer, the learner writes a new version based on the corrections, which</p>	<p>2 hours + 4 hours</p>		<ul style="list-style-type: none"><li>– Knowledge: the form of different written messages</li><li>– Grammar and orthography</li><li>– Skills: using process-writing as a method</li><li>– Attitudes: learning how to make an impact through literacy</li></ul>



	<p>again is corrected by the trainer and rewritten, if needed. This applies also to texts with good content and bad spelling, the learner should write the whole text again, now with the corrections by the trainer.</p>			
	<p><b>1.5 Evaluation of the module, group conversation and self-assessment tool.</b></p> <p>How do the learners describe their experience of this module? What have they learned? Take notes and add them into your literacy log with your own observations of how the individual learners performed today.</p>	<p>1 h</p>	<p>Self-assessment tool</p>	<p>– Self-awareness and awareness of learning processes</p>
<p><b>Advice for the trainer/ other important notes for this part</b></p>	<p>Concerning point 1.4. After recognizing the type of text, the participant/participants are most interested in, the process for the short form texts (invitation, thank you letter, expressing a grievance/simple complaint, message, summary) starts with identifying the information that needs to be included in the text, for instance (1) a janitor’s complaint to the parents who leave prams in the corridor blocking the fire escape, or (2) an invitation to 60-year birthday celebration. You can suggest the learners to brainstorm around the question “What is important?” and see if they come up with similar guidelines as in these examples:</p> <p>(1) Tone of the message: serious and polite          Who is the message directed at (parents of toddlers living in the building) and how (a message on the wall next to the fire escape)</p> <p>What is the situation? (Misplaced prams) Eventually photographic evidence.          Why is the situation problematic? (Express the concern over safety)          How can the situation be fixed? (Explain where the prams can be placed instead)          Date, name and contact information (in case there are questions)</p> <p>(2) Tone of the message: festive and friendly          Who is the message directed at (friends and family) and how (an e-mail attachment, pdf-file)          What is the situation? (birthday)</p>			



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	<p>When and where? (Date, time and place)</p> <p>Special wishes? (Please RSVP)</p> <p>Date, name and contact information (for responses and questions)</p>
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<b>Module 2: Understanding contracts and agreements, writing guidelines and instructions</b>				
<b>Unit</b>	<b>Description of how the activity is carried out, content, methods.</b>	<b>Duration of the activity (in minutes): theory / exercises</b>	<b>Didactic aids</b>	<b>Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.</b>
<b>2.1</b>	<p><b>Introduction</b> Assessing the needs and expectations with a self-assessment tool and group conversation</p> <p>Introducing the subject. Using the self-assessment tool either as a small group/pair exercise and discussing the outcomes in the class</p>	30 minutes	Self-assessment tool	Knowledge: increased awareness of the subject at hand
<b>2.2</b>	<p><b>Finding a bargain</b></p> <p>Mobile subscriptions and utility bills are good examples of contracts everyone needs to understand, but many of us do not.</p> <p>The learners are encouraged to install apps from their mobile subscription companies, and find out what their contract entails. The trainer draws a grid with the gathered data on the whiteboard, the grid should include the monthly fee, the name of the company, how much data is included in the plan, the cost of moderate use (SMS and phone), also if the plan is a shared plan (family plan). The then group compares these numbers and discusses different needs that may justify different plans. For instance, a person who</p>	3 hours	Whiteboard and markers Computers/ cell phones	<p>Skills: interpreting subscription terms, finding a bargain</p> <p>Knowledge: understanding better how the market for services works and make it work for them</p>



	<p>likes to watch streaming services during their commute will need more data than a person who doesn't. A person who likes to film with their cell phone will need more memory storage than a person who doesn't. Someone who spends their weekends in the countryside needs better cell phone coverage than a person who stays in the city, and will be willing to pay for it. The learners will sometimes find that their subscription does not fit their actual needs, and that they have been paying for a product that does not suit them at all.</p> <p>Practical assignment for learners – find a new cell phone subscription online that fits the profile X (the participants decide the profile) and calculate the cost for the first 12 months. Who finds the cheapest option, and what makes it cheap?</p> <p>This exercise may be done with adjustments with electricity subscriptions. The terms and national support programs for consumers in 2023 vary greatly from country to country. The trainer has to be acutely aware of the current situation so they can support the learners in finding correct information.</p> <p>Other ideas for contracts that can be used in this module: online purchases and customer rights, guidelines for returning items to stores, insurance agreements, rental agreements, pricing and the process when applying passports, residence cards or other official documents.</p>			<p>Attitudes: understanding the needs of others and adjusting the focus after them.</p> <p>Using literacy skills to help others.</p>
<p><b>2.3</b></p>	<p><b>Word bank</b></p> <p>The learners may have noticed by now that the language used in contracts and formal writing can be unnecessarily complicated. Some of the learners will benefit from creating an individualized word bank with simplified definitions for complicated language. The word bank can be digital (an Excel file, app) or manual (a designated writing block), and is especially</p>	<p>4 hours (divided throughout the course)</p>	<p>An example what a word bank can look like (Powerpoint)</p>	<ul style="list-style-type: none"> <li>– Knowledge: how to sort and systemize new information, levels of language</li> <li>– Skills: increased vocabulary,</li> </ul>



	<p>recommended for material that learners face in modules 2, 3 and 4. The trainer should introduce the concept and encourage especially the learners who are using their second language to systemize their notes this way.</p> <p>If the learners find this method meaningful, the trainer can suggest a number of words that learners should collect in each module, and note in the log if they manage to keep it up through the course.</p>			<p>recognizing difficult word and expressions</p> <ul style="list-style-type: none"> <li>– Attitudes: taking responsibility for own learning process</li> </ul>
2.4	<p><b>Understanding and giving oral and written instructions</b></p> <p>Two writing exercises, the learners can choose which one they write at class:</p> <ul style="list-style-type: none"> <li>– Planning a trip. Your grandchild studies in Berlin/Brussels/Bratislava/another European capital, and you are planning to visit them in the summer (for example 5.-8.7.) Find information about the travel costs to the by plane, train, eventually car. Find activities for two full days in the city, check opening hours and ticket prices. Find information about the public transport in the city. You also want to treat your grandchild to nice meals in a better restaurant. Write an e-mail of your plans, justify your choices based on quality/price (for example first/second class travel) while you politely enquire your grandchild's wishes for the weekend and if they think your plans sound reasonable</li> <li>– Write a text of your ordinary work day. Use it as a basis for a poster or a guide for a newly employed colleague, or your stand-in at work who needs a detailed instruction for being able to work like you do.</li> <li>– The learners present their activities to the whole class, and receive direct feedback from each other</li> </ul>	3/5 hours	<p>Online access</p> <p>The phrases used in e-mails</p> <p>Powerpoint</p>	<p>Knowledge: finding and sorting information, writing an e-mail</p> <p>Skills: reproducing information, presenting/public speaking</p> <p>Attitudes: learning to take feedback from co-learners, work independently on text at home</p>



	<p>The trainer should pay attention to the form, orthography and grammar related to these texts. E-mail – polite, personable. Poster/guide – direct, list-like. The texts should be worked on with the process-writing method.</p> <p>The other text that is not written during the lesson should be given as a homework, so that everyone will produce both texts.</p>			
<b>2.5</b>	<p><b>Evaluation</b></p> <p>Evaluation of the module, group conversation and self- assessment tool</p>	30 minutes	Self- assessment tool	Attitudes: self-awareness
<b>Advice for the trainer/ other important notes for this part</b>	<p>This module will likely take considerably more time than allocated on this manual, especially if the last assignment is worked thoroughly on with the process writing method, and the learners receive help with their particular challenges with finding information and writing.</p>			

<b>Module 3: Literacy and active citizenship</b>				
<b>Unit</b>	<b>Description of how the activity is carried out, content, methods.</b>	<b>Duration of the activity (in minutes):</b>	<b>Didactic aids</b>	<b>Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon</b>





		theory / exercises		completion of the activity.
<b>3.1</b>	<b>Introduction</b>  Introducing the subject. This module will take place partially in the class room, partially outside. Using the self-assessment tool either as a small group/pair exercise and discussing the outcomes in the class.  The intention of this module is to increase awareness of what it means to be an active citizen, and how to use your literacy skill to affect your surroundings for the better.	30 minutes	Self- assessment tool	Self-awareness
<b>3.2</b>	<b>What is citizenship, recognizing and using the channels of communication</b>  Conversation around what is our role as a citizen locally (neighbourhood, city district, municipality), regionally and nationally. Clarification of the following terms: public, private, third sector.  Finding out who is responsible for what in the society, finding out about methods of communication with authorities, websites, apps, addresses, collect at least five examples of each.	3,5 hours		Knowledge: how to approach authorities, finding websites and contact forms both locally, regionally and nationally Skills: finding correct information Attitudes: understanding the usefulness of the literacy skills needed for these tasks
<b>3.3</b>	<b>Visit to a public space like a library, city hall, activity center</b>  <b>Preparations:</b> downloading an app called Padlet (or any other sharing app) on a cell phone/pad/laptop, the trainer creates a shared wall for the participants in advance. If the digital solutions are not feasible, the	4 hours	Cell phones/pads	Knowledge: how to use local public spaces to improve your literacy skills



	<p>exercise may be done manually with markers and pens on large sheets of paper.</p> <p><b>Preparations 2:</b> contact the city hall and secure a space where it is possible to talk and sit down and write during the visit. Remember age-related accessibility! If not possible, make sure the classroom will be available after the visit for any course work learners may want to do after the trip.</p> <p><b>Preparations 3:</b> find out if there is a person who can guide the group through the space, and tell them about the space and the possibilities it offers for the learners. If no one is available, prepare to take this role for yourself.</p> <p><b>Preparations 4:</b> If the learners are interested in <i>the practical exercise 2</i>, give them time to formulate questions they can pose and find answers to, it can be anything from “How can I find a job here” to “Why does this place exist?”.</p> <p><b>Practical exercise 1:</b> The participants are encouraged to take photos and describe things that evoke both positive and negative feelings in them that they can share on the shared Padlet wall. Examples: an image of a broken bottle on the sidewalk – “this makes me upset, someone can get hurt.” An image of a smiling librarian – “this makes me happy, people enjoying their work”. Later the learners are instructed to return to the wall, find the images evoking emotions, and write constructive feedback to the correct authority, either a complaint – we don’t like this and wish an action to be taken “broken bottles on the sidewalks, municipality should take responsibility”, or a positive note – this is good, we want more of this “received a friendly reception at the library, this is a meaningful way to</p>		<p>/computers, Padlet/other</p> <p>If needed, paper and markers</p> <p>Examples for formulation when writing to the authorities</p>	<p>Skills: giving feedback, the process from feelings to meaningful action, asking questions, processing answers</p> <p>Attitudes: forming an identity as a citizen through literacy skills</p>
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	<p>use public funds”. Ask the learners have you as CC or BCC for their mails. Add the mails into their portfolios (or ask them to do so).</p> <p><b>Practical exercise 2:</b> let the learners prepare a priori questions about the space you are going to visit in pairs. Encourage them to find answers independently by using information written on posters/brochures and by asking the people working there. This exercise benefits especially people who are shy, also the second language users who sometimes find it difficult and stressful to talk with people they don’t know.</p> <p>If the space allows for aimless loitering, encourage this. A space where you are welcome to just sit, think and process new influences should be used for that!</p>			
<p><b>Advice for the trainer/ other important notes for this part</b></p>	<p>Evaluation with the self-assessment tool can take place either in situ, as homework or the next time the group meets up.</p> <p>Use more time for oral feedback than previously, the group conversation that is normally based on the self-assessment tool should go more in depth in the events of the day, and the analysis of what has taken place on the Padlet wall. It is also important to follow up if the participants have received answers to their positive and negative citizen feedback, and how the experience was for them.</p> <p>Write in your log if you notice positive progress in the knowledge, skills and the attitudes of the participants, and if the visit has given the participants new perspective. Note, as usual their problem areas and strengths in both written and spoken language.</p>			

<p><b>Module 4: Information and disinformation, social media.</b></p>				
Unit	Description of how the activity is carried out, content, methods.	Duration of the	Didactic aids	Objectives of the activity.



		activity (in minutes) : theory / exercise s		Skills, knowledge, attitudes the participants will acquire upon completion of the activity.
4.1	Introduction to the subject. Assessing needs and expectations with the help of self-assessment tools.	30 minutes	Self- assessment tool	Self-awareness
4.2	<p><b>Who do we trust</b></p> <p>This theme starts with a group discussion. How to express an opinion in a respectful manner (phrases, respectful addressing etc.). The learners discuss in pairs/small groups and share examples of ways how they can disagree in a respectful tone, and present their examples for the rest of the class. The results can then be compared to the list of ideas on the PowerPoint slides.</p> <p>Creating awareness on the tone and reception in communication on this stage of the module is important, because trustworthiness and source criticism tend to be heavily polarizing themes in the common population.</p>	2 hours	Basic guidelines for a respectful disagreement  Powerpoint	<p>Skills: expressing an opinion without inviting to a heated argument</p> <p>Attitudes: open-mindedness, understanding why inclusion of differing views is important</p>



	<p><b>Discussion in small groups, no judgement or criticism.</b></p> <p>Which sources do the learners use for news, health advice etc.?</p> <p>Which news make you emotionally involved?</p> <p>What makes you trust the source?</p> <p>Why do we see different things on social media than our friends?</p>			<p>Knowledge: different sources will present different truths, understanding the mechanisms behind what gets reactions on social media</p> <p>Skills: listening</p>
4.3	<p><b>Information and disinformation</b></p> <p>Present and discuss the points in the PowerPoint. Thereafter ask the participants to choose a piece of news in an online publication and check how it relates to the points in the presentation.</p> <p>This exercise can be done in pairs, and the findings can be presented for the whole group.</p>	2 hours	PowerPoint	<p>Knowledge: tools for checking sources for news items</p> <p>Skills: reading comprehension</p>
4.4	<p><b>Group activity: writing a Wikipedia page together</b></p> <p><b>Preparations:</b> familiarize yourself with the content on this webpage (see the language alternatives in the up right corner): <a href="https://en.wikipedia.org/wiki/Wikipedia:Contributing_to_Wikipedia">https://en.wikipedia.org/wiki/Wikipedia:Contributing_to_Wikipedia</a> and create a Wikipedia editor profile before the lesson</p> <p>This activity may take place individually, in pairs or as a trainer-led exercise, depending on the learners' start level of literacy and digital skills.</p>	3 hours	Wikipedia user profile Computers	<p>Knowledge: how Wikipedia is created</p> <p>improved understanding of use of sources</p> <p>Skills: sharing your knowledge to the greater public</p>



	<p><b>Preparations:</b> the trainer needs a personal access to editing Wikipedia, should the interest arise, be ready and able to help the learners to create their own editor profiles</p> <p>The trainer presents Wikipedia, its principles and the different language variants.</p> <p>The learners choose a theme they know about, it may be a street/district/statue in the city they are familiar with or something else, and create a simple Wikipedia entry for it. If there is language talent in the group, this can be expanded, imagine a Wikipedia entry of a special building or a known person from your neighbourhood in tagalog or swahili!</p>			Attitudes: I have something to share for the rest of the world!
4.5	<p><b>Role-playing in a DM</b></p> <p>DM is short for direct messages and can refer to any apps you use for personal and group messaging. Apps like WhatsApp, Element and Messenger are increasingly used for organizing groups and activities, and as such they often operate between the private and professional, something that can be seen as a grey area between formal and informal communication.</p> <p>The last exercise of this module is an exercise for groups of 4-6 people. The group chooses a direct messaging app and create a fictional interest group. The group members think of different roles people have tendency to take in conversations and write them down on small pieces of paper, for instance “sourpuss Sara, lazy Lisa, urgent Ulla, positive Piotr” etc. Each participants picks a role at random without revealing it to the rest of the class. The group assignment is to arrange and coordinate an event like a birthday party, demonstration, a football tournament for children by using DMs only, while having the attitudes of your character. This exercise can take place throughout the day, or for a previously agreed period of time. In the end of the period the participants analyze and report how they experienced the exercise, and how</p>	2 hours (divided through a set time period)	A DM app installed on the participants' phones.	Skills: using direct messaging as a tool to reach a common goal, finding consensus with people different from you  Attitudes: awareness of the pitfalls of short messages as a means for communication



	<p>they now view the pros and cons of DMs as a communication tool. They can share the misunderstandings that occurred during the conversation, and suggest how these could be avoided in real life.</p> <p>The trainer should ensure that the learners are open for this kind of method, and help the groups to adjust the theme/scope/roles accordingly.</p> <p>If the participants have low written literacy and digital skills, consider executing the exercise orally in groups.</p>			
<b>4.6</b>	<p><b>Evaluation of the module</b></p> <p>Evaluation of the module, group conversation and self- assessment tool</p>	30 minutes	Self-assessment tool	Self-awareness

**Module 5: Presentations and public speaking/writing**

<b>Unit</b>	<b>Description of how the activity is carried out, content, methods.</b>	<b>Duration of the activity (in minutes) : theory / exercises</b>	<b>Didactic aids</b>	<b>Objectives of the activity. Skills, knowledge, attitudes the participants will acquire upon completion of the activity.</b>



5.1	<b>Introduction and assessing needs and expectations with self-assessment tool</b>	15 minutes	Self-assessment tool	Self-awareness
5.2	<p><b>Sharing experiences and brainstorming for presentations</b></p> <p>Public speaking is often a difficult task, but why? When and where is this skill needed? At work, formal and informal gatherings, funerals, weddings, birthday parties. Sharing stories of previous experiences, good and bad, may loosen up the learners – this is hard for everybody! The trainer gives an introduction to PowerPoint and speech cards. Most people are familiar with the latter from seeing live show presenters on television using them. Simplifying your speech into the cards will enable you to speak more freely and engage with the audience while doing so, unlike when you read your speech directly from a piece of paper.</p> <p>If the learners do not have previous experience with PowerPoint (or similar), don't hesitate using the time that you need to guide them through the basics, and encourage the learners to try out the software immediately in their presentations.</p> <p>Points for discussion: How to adjust the message to the right audience. When is it ok to use formal/informal language? How to use body language?</p> <p>Here we encourage the trainer to find video samples of good and bad public speaking. These do not have to be in a language the students understand, the focus is on the presentation technique. Here is an example video of a bad and good presentation with very simple and accessible adjustments everyone can spot without understanding the conversation: <a href="https://youtu.be/V8eLdbKXGzk">https://youtu.be/V8eLdbKXGzk</a></p>	2 hours	<p>Access to Powerpoint/Google Slides/similar</p> <p>Speech cards (small cardboard cards)</p> <p>Youtube videos</p> <p>Cell phone with enough storage to film short video clips</p> <p>Equipment needed to watch these clips together</p>	<p>Knowledge: knowing which tools to use when giving a speech or presentation</p> <p>Skills: Powerpoint, using body language to your advantage in public speaking and interview situations</p> <p>Attitudes: increased confidence in public speaking situations,</p> <p>I can do this!</p>





	<p><b>Practical exercise:</b> The learners choose the subject they wish to present. They may practice on a speech or a presentation on a subject they are working on at a class, studies or in private.</p> <p>Alternatively, they may process a presentation that would support a complaint or an improvement idea they have and want to inform the authorities or another public about.</p> <p>Prepare the group with the idea of being filmed during their presentations/speeches. These clips will be used for feedback sessions afterwards. Being in front of camera may create discomfort in some learners, so it is imperative that the trainer is aware of the group dynamics and create a supporting environment in the class room.</p>			
5.3	<p><b>The City Hall exercise</b></p> <p>Preparations: the trainer should set up a Padlet wall for this exercise. If not feasible, use whiteboards/blackboards/flipcharts around the classroom for the same effect</p> <p>The Padlet page works as a wall for public opinions and campaigning. The learners write short texts that are directed at the general public either to inform them about on-goings or to complain about something. Silliness is accepted, even encouraged, as long as the form is correct! For example: “Warning – the break room at X is running out of coffee as a result of .... What is the headmaster going to do about this? Sign the petition for ... in the .....</p> <p>If the learners are looking for work, they can, for example, record a short presentation video about themselves to fictive employers on their cell phones and publish it on the classrooms wall.</p>	2 hours	Padlet wall, alternatively whiteboard/flipcharts/large sheets of paper and markers	<p>Knowledge: how to publish text and videos on a designated platform</p> <p>Skills: communicating to an audience you don't know/cannot see</p> <p>Attitudes: improved self-confidence, I can do this!</p>



<b>5.4</b>	<p><b>Final presentations</b></p> <p>The learners will prepare and present two separate presentations throughout the module:</p> <ol style="list-style-type: none"><li>1. The individual exercise from 5.2</li><li>2. A PowerPoint (or similar) presentation about the most important and useful things they have learned during the literacy course, executed in pairs or in groups of threes. Everybody involved should speak in front of the audience and bring in their personal experience.</li></ol> <p>The trainer is encouraged to film as many a presentation as possible, so the group and the learners themselves can observe and give feedback to each other. Important aspects – body language, eye contact, impression and impact. Pointing out weaknesses and mistakes is not the focus of the exercise, but giving positive feedback when the learners adjust themselves after making them!</p>	4 hours		<p>Knowledge: how to co-operate on a presentation</p> <p>Skills: assessing and evaluating your own learning process, describing an abstract process in words and conveying it to others, public speaking, learning to control your body and expressions in a stressful situation, giving feedback in a constructive manner</p> <p>Attitudes: openness for being evaluated by peers</p> <p>Taking feedback and internalizing it in a positive manner</p>



5.5	<b>Evaluation</b>  Evaluation and assessment of the whole course with help of the self-assessment tool and validation tool.	1 hour	Self-assessment tools  Validation tool	
	<b>Afterwork</b>  The trainer should assess the portfolio, meaning the text and video production and their own log and evaluate if the learner has improved their knowledge, skills and attitudes according to the learning objectives of the course.  How this evaluation is used thereafter depends naturally on the institution's method and approach, but we recommend that the learners would receive an individual session with the trainer with some "road ahead" advice based on their performance during the course.	5 hours		
<b>Advice for the trainer/ other important notes for this part</b>				



# Interview guide: Literacy skills

<b>Name</b>	
<b>Contact information (telephone/e-mail)</b>	

## BACKGROUND

<b>Country of origin</b>	
<b>Languages (first and others)</b>	
<b>Family (if relevant for the course)</b>	
<b>Time of residence in the country (in years)</b>	
<b>Education (formal)</b>	
<b>Education (informal)</b>	
<b>Computer skills</b>	
<b>Access to computer/Ipad at home</b>	

## Work experience

<b>Work experience (in the country of residence)</b>	
<b>Work experience (other countries)</b>	



**Current employer or  
target employer if not in  
work force**

## **Personal**

**Hobbies and interests**

**How is life?**

**Motivation and plans  
for the future**

**Challenges**

**(Health/private  
life/other that can  
affect the learning  
process)**

**Other  
(other things that the  
trainers should know  
about)**

If the learners fill in the information themselves, please remove the following part:

**The first impressions/evaluation by the interviewer:**



<b>Listening comprehension</b> during the interview <i>[very weak – weak – average – good – excellent]</i>	
<b>Oral presentation</b> during the interview: <i>[very weak– weak – average – good – excellent]</i>	
<b>Non-verbal communication</b>	
<b>The participant's text (2-3 minutes)</b> <i>«Could you write some sentences of your typical day at work?»</i> Was the participant hesitant? Did they express concerns or difficulties?	



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