OSU

LL

One Step Up - skills for Learning to Learn

Learning to learn

Training manual for youth workers

Editated by

The project partnership was formed by

- Romanian Institute for Adult Education, Romania
- Interactive Media Knowledge Transfer Intermediakt, Greece
- Agenzia di Promozione Integrata per i Cittadini in Europa, Italy
- Regionalne Centrum Wolontariatu, Poland
- Experimentaculo Associacao Cultural, Portugal

More information about the project can be found at https://onestepup.me/

LEARNING TO LEARN

TRAINING MANUAL FOR YOUTH WORKERS

Content

Introduction

This Handbook is one of the main products of the OSU-LL project One Step Up – skills Learning to Learn.

This transnational project was carried out between 2019-2021 with the support of Erasmus+ programme of the European Union in Romania, Greece, Italy, Poland and Portugal. The main aim of the project was to ensure better chances for young people in rural areas and urban periphery areas to become aware of the learning process and to develop the transversal learning to learn competence.

This Handbook is a **theoretical introduction** to the conceptual and methodological approaches of the competency-based OSU-LL model and also includes guidance information for facilitators who wish to apply the OSU-LL methodology based on innovative and complementary methods.

This manual is organized into 5 chapters:

In the **first chapter** are introduced to the concept of "learning to learn".

In the **second chapter** the young people are introduced to the concept of biographical learning. Biographical learning allows giving learning to learn processes a framework. It helps to develop a positive attitude towards learning and towards developing skills.

In the **third chapter** are introduced the l earning strategies refer to methods that young people use to learn, consciously or unconsciously.

In the **fourth chapter** the focus is on enabling young people to begin to develop skills that enable them to address the challenges that they face when moving onto further learning opportunities or into employment.

In the **fifth chapter** is presented the importance of feedback and reflection.

This manual is translated into **6 EU languages** (Romanian, Greek, Italian, Polish, Portuguese, English) and adapts to the local context as needed by each of the partner parties. All versions are available for free and can be downloaded from the website: https://onestepup.me/

We are deeply grateful to all young people from rural areas and young people from urban peripheries who participated in pilot research and testing as well as all the professionals who contributed their knowledge to the development of these materials.

We sincerely hope that the **OSU-LL methodology** and the resulting materials are useful to professionals and youth workers in supporting the development of the transversal key competence of learning to learn for young people in rural areas and periphery urban areas.

The OSU-LL Consortium:

- Romanian Institute for Adult Education, Romania
- Interactive Media Knowledge Transfer Intermediakt, Greece
- Agenzia di Promozione Integrata per i Cittadini in Europa, Italy
- Regionalne Centrum Wolontariatu, Poland
- Experimentaculo Associacao Cultural, Portugal.

1. CONCEPTUAL BASIS FOR THE *Learning to learn – skills for young people* TRAINING PROGRAMME

THE CONTEXT

One Step Up project stresses the fact that young people nowadays should be assisted more extensively than ever in developing their competence of learning to learn. The research we have conducted in our consortium during the period of preparation of the manual, have revealed the fact that learning to learn is a competence rarely acknowledged by young people and also a competence that has been marginally treated by our organizations.

"Learning is learnable" must become a reality for young people aged 13-25 (young people enrolled in an education system). Given the fact that the formal educational systems do not put enough emphasis on the learning to learn competence, rather praising information and occasionally specific competences, we are convinced by the necessity of supporting and deepening the development of learning to learn competence among young people.

The development of key competences for school and life and later on for work and life can be done in a new coherent model of learning based on a functioning training concept, and implemented by means of resourceful training materials. In this learning and teaching approach, young people can develop critical curiosity, creativity, strategies for learning or growth orientation, in their development of the competence of learning to learn.

By developing an individual-centred approach in training and also quality criteria for the competence of learning to learn, the training opportunities can make the current definition of learning to learn more concrete and especially operational.

The training programme *One Step Up- Skills for learning to learn* will help youth workers and also other educators to plan and implement a 'learning to learn' course in any educational context that requires such an intervention. The training programme can be used as a whole and implemented as it is, but then a sufficient number of training hours need to be dedicated. Nevertheless, the programme can also be divided in separate sessions and also be implemented by units.

GOALS

The *One Step Up –Skills for learning to learn* training programme aspires to achieve the following goals oriented toward young people:

- **Motivation:** Inspiring interest and motivation for learning

- **Recognizing their own opportunities:** Young people will be made aware of the opportunities available to them to improve the learning experience and the impact it has on their school life and later on their work life.

- **Recognising their own potential and competences:** Young people will recognize and acknowledge their existing resources and strengths and develop ideas as to how they can enhance them and acquire new ones.

- **Taking their own responsibilities:** Young people will no longer feel that they are not autonomous in the learning experience and they will learn to control the learning process

- **Acquiring skills:** Young people will actively acquire new skills and upgrade their existing skills and be given the opportunity to experiment with new skills and behaviours in a safe and structured environment of the training course.

- **Self – worth:** The training course aspires to support young people's sense of self-worth and install the feeling of self-efficacy which is a fundamental precondition for good results of the learning process.

- **Empowerment on the learning process:** Young people will be empowered to plan and implement their own individual learning process independently and on their own authority.

OBJECTIVES

- To contribute to a competence-based learning approach that that will contribute to a more efficient acquisition of news skills

- To conceptualize training methods in which to promote young peoples' sense of creativity, critical thinking, and self-development.

8

- To make the key competence of learning to learn a priority for young people and transform it into a reality in the training course

- To ensure that young people continue to build and maintain their skills for a better life and more chances at work.

LEARNING OUTCOMES

- Young people will become more responsible for their own learning.

- Young people will develop critical attitudes to newly acquired knowledge.

- Young people will develop critical analysis skills to enable them to analyse their skills and identify gaps.

- Young people will be able to develop an action plan to meet their objectives and address their skills gap.

- Youth workers will develop new professional competences for facilitating more flexible pathways of learning.

COMPETENCES ACQUIRED

Knowledge and understanding

Young people will:

- become aware of the importance of learning

- understand the process of learning

- identify their learning styles and preferred learning strategies

- analyse critically and compare different learning situations, in order to enhance the development of learning to learn competence

Applied and instrumental competences

Young people will:

- select and plan what they want to learn

- develop their action plan to reach their learning goals

- measure their progress with learning

Attitude and motivation

Young people will:

- make sound decisions about future actions and targets

- reflect on their school interactions, social life and learning experiences

- develop positive attitudes towards learning

- become motivated to engage continuously in learning activities

CONTENT

The modules list

All the units share the same layout and structure consisting of the following elements:

- rationale

- objective

- theoretical background - general presentation of the particular aspect on the competence of learning to learn envisaged in the unit

- pedagogical approaches and training methodologies

- practical sessions –concrete training activities to be implemented under each unit.

- learning diaries - tool used at the end of each training session and meant to develop the trainee's self-reflection strategies on learning

Steps of the training

The training should be perceived as a three stage process of developing the learning to learn competence.

Stage 1: Where am I now?

Units 1, 2 and 3

Stage 2: What are my challenges?

Units 4, 5, 6 and 7

Stage 3: How to reach my goals?

Units 8, 9 and 10

The assessment strategy

The assessment strategy has two components:

- Assessing newly acquired competences, knowledge and skills (using grids, questionnaires, essays, practical activities, portfolio, etc.) as part of practical sessions within each unit;

- Assessing personal experiences of young people (using reflective stories, comments and statements, etc.) through reflective learning diaries, at the end of each unit.

- Self- assessing to assess existing skills and competences

Methodological approach

Social practice and contextualised approach

Learning to learn activities should be placed into the local context and personal history and aspirations of young people (e.g. activities should be based on learner's personal experiences and on the very specific demands of their work and life).

Competence based approach

The activities should be described in terms of competences to be acquired by the end of the learning session; all the competences consist of a cognitive component – **"to know"**; an affective component – **"to feel"** and a skill component – **"to be able to do something"**.

Reflective approach

The activities and the discussions around and about activities and materials used in the course should enable the participants to develop themselves as reflective learners.

Experiential learning

The training course offers young people the opportunity to rethink their personal experiences and practices in the light of newly acquired knowledge, skills and attitudes as a result of embedding learning components into educational and social life.

Learner focused training

The modules are designed from a student focused approach of training, emphasizing the importance of adapting training methods and materials to the particular features of each trainee.

Learning by doing

All the sessions and the activities presented in this training course have a **'to do'** stage (exactly what the young people will do within the training sessions), including suggestions for parallel activities, criteria for adapting the activities to the characteristics of the trainees, of the Trainer, of the learning content or context.

PRECONDITIONS AND FRAMEWORK

Training courses for learning to learn competences for young people are not significantly different from other training courses if modern didactic principles are taken into account.

Three interacting components of the training course mutually influence one another:

- the Trainer

- the participants

- the training course itself (content)

In addition to these principal actors, the situational context should not be overlooked.

Introduction

The unit has both individual and group tasks and the skills used by the learners in this unit are:

- Exercises to improve concentration
- Problem Solving Skills
- Group work
- Working with others
- Oral Communication
- Written Communication (Literacy)
- Information gathering skills
- Information Technology Skills
- Critical Analysis
- Peer Assessment
- Critical Reflection
- Self assessment
- Numeracy

In this unit (20) youth workers may encourage a positive attitude towards the future –even if it is uncertain-, helping learners to be proactive and positive and to develop their autonomy and effort.

Unit 1: What is Learning

Rationale

In this first unit young people (aged 18 to 25) are introduced to the concept of "learning to learn". One important aspect of this, is their own personal and educational experience and how they have already learned to do a wide range of things throughout their life.

It is important to acknowledge what, and how, young people have learned in the past and the influence this can have on what they want to learn today.

Objectives

In this unit youth workers will help young people to:

understand what learning is and how they learn
recognise and acknowledge different learning situations
to select and plan what they want to learn

Theoretical background

What is learning? Is it a change in behaviour or understanding? Is it a process?

For all the talk of learning amongst educational policymakers and practitioners, there is a surprising lack of attention to what it entails. In some cases, theories of learning do not figure strongly in professional education programmes for teachers and those within different fields of non-formal education, such as youth work. It is almost as if it is something unproblematic and that can be taken for granted. Get the instructional regime right, the message seems to be, and learning (as measured by tests and assessment regimes) will follow. This lack of attention to the nature of learning inevitably leads to an impoverishment of education. It is not simply that the process is less effective as a result, but what passes for education can actually diminish well-being.

Here we begin by examining learning both as a **product** and as a **process**.

Learning as a product

In this case, learning can be defined as a change in behaviour. In other words, learning is approached as an outcome - the end product of some process. It can be recognized or seen. This approach has the virtue of highlighting a crucial aspect of learning - change. It's apparent clarity may also make some sense when conducting experiments.

Learning as a process

In this case we can see learning appearing as a process - there is a concern with what happens when the learning takes place. In this way, learning could be thought of as "a process by which behaviour changes as a result of experience" (Maples and Webster 1980 quoted in Merriam and Caffarella 1991: 124). One of the significant questions that arises is the extent to which people are conscious of what is going on. Are they aware that they are engaged in learning - and what significance does it have if they are? Such questions have appeared in various guises over the years - and have surfaced, for example, in debates around the rather confusing notion of 'informal learning'.

Learning as process – learning theory

The focus on process brings in the discussion the learning theories - ideas about how or why change occurs. Thus, four different orientations can be distinguished (the first three taken from Merriam and Caffarella 1991):

    The behaviourist orientation to learning
    The cognitive orientation to learning
    The humanistic orientation to learning
    The social/situational orientation to learning

The four orientations can be summed up in the following figure:

Four orientations to learning (after Merriam and Caffarella 1991: 138)

Aspect	Behaviourist	Cognitive	Humanistic	Social/situational
View of the learning process	Change in behaviour	Internal mental process (including insight, information processing, memory, perception	A personal act to fulfil potential	Interaction /observation in social contexts.
Locus of learning	Stimuli in external environment	Internal cognitive structuring	Affective and cognitive needs	Learning is in the relationship between people and environment.
Purpose in education	Produce behavioural change in desired direction	Develop capacity and skills to learn better	Become self-actualized, autonomous	Full participation in communities of practice and utilization of resources
Educators' role	Arranges environment to elicit desired response	Structures content of learning activity	Facilitates development of the whole person	Works to establish communities of practice in which conversation and participation can occur.
Manifestations in adult learning	Behavioural objectives Competency - based education Skill development and training	Cognitive development Intelligence, learning and memory as function of age Learning how to learn	Andragogy Self-directed learning	Socialization Social participation Associationalism Conversation

Practical sessions

Title of the activity
1. **What is learning?**

Participants
10-12 Young people

Learning outcomes
Young people will understand how they: - learn new things - how to make sense of new ideas

Description / Methodology
Young people think of something they have successfully learned to do recently, and the different stages involved in the process. For Example: Learning to ride a scooter, learning to solve some difficult IT problem, learn a new poem, learn new words in a brand new language, etc. They put down their ideas and discuss the different stages with a colleague. Young peoples' list may look something like this: ● read instructions to get started ● demonstration from colleague or friend ● check you have everything needed to complete the task ● keep instructions handy ● practice until happy with the result ● get some feedback of how successful you have been, e.g. family enjoyed ● the scooter riding abilities were god, spoke in the new language, the professor was satisfied with the progress made

Afterwards they have to think about what helped them to successfully complete the activity:

- Did you have clear instructions to refer to?
- Have you had any similar experiences which made this learning easier?
- Was the feedback from others helpful?
- Did you ask friends or colleagues for advice?
- Did you practice?

Suggested Timing

60 minutes

Materials and Resources needed

Pen and paper

Guidelines for assessment

If youngsters answered yes to any of the above questions, then they have some understanding of what learning is about and how to be an effective learner.

Title of the activity
2. Learning, Memorising and Understanding

Participants
10-12 Young people

Learning outcomes
This activity will help young people understand:
- how memory works
- the difference between memorising and learning

Description / Methodology
Read the list of activities below. In learning them, do you need to <u>Memorise</u>, <u>Understand</u> or <u>Do</u> them? Tick M.U. or D. in the space provided: 1. Learn multiplication tables. 2. Write a story. 3. Plan a letter. 4. Learn to ride a bike. 5. Bake a cake. 6. Explain the advantages of the Euro Dollar. 7. Plan a sewing programme for a garden. 8. Explain why some young people are homeless. 9. Produce a database on a computer. 10. Fill in an application form. If you can, discuss your answers with a partner. You should find that you have more activities which require understanding than memorising or doing.

Suggested Timing
30 minutes

Materials and Resources needed
Pen and paper

Guidelines for assessment
<u>Evaluation questions</u> Think back to some work you have recently completed. Your mind cannot record every detail, so how did you attempt to learn it? What did you do? How effective was this? What different methods would you like to try?

Title of the activity
3. My school activities

Participants
10-12 young people

Learning outcomes

The purpose of this activity is to:

- clarify your ideas of learning and studying
- clarify the roles of tutor and learner
- become aware of any barriers you may have to learning
- motivate you to develop new study methods

Description / Methodology

Think of the word 'SCHOOL'

What does it bring to mind?

What do you see?

What do you hear?

What do you feel?

Take your paper and coloured pens and draw some of your school activities and experiences (take about 10 minutes to do this).

When you have finished your drawing, discuss the following questions with your group:

If you are studying something new, what do you expect from the tutor?

What do you expect to be responsible for?

What did you learn at school that is of use outside school?

Take a large sheet of paper and write the words "I can do" in the middle. Now write down things that you feel able to do. Start with basic skills such as reading, making calculation, using the computer, riding a bike, speaking in a foreign language etc. Include things that you do because you have to as well as things that you enjoy doing. Keep adding things as they occur to you and your mind opens up to the task.

Take about 10 minutes to complete this.

Now take turns in the group to present what you have written and discuss the various skills each person has.

Suggested Timing
40 minutes

Materials and Resources needed
Large sheets of drawing paper Coloured pens

Guidelines for assessment
Evaluation questions How did you feel doing this activity? What have you learned about yourself?

Title of the activity
4. I want to learn

Participants
10-12 Young people

Learning outcomes

In this section young people will:

- consider their personal goals and put them in order of importance
- use a study group to plan common work and goals

Description / Methodology

Everyone in the group is provided with five small pieces of coloured paper and has to write down one learning task on each piece of paper. The learning tasks don't have to be connected with study or any particular course content but can be anything you want to learn (eg driving a car, swimming, cooking, a new language, getting along with colleagues in school etc). Use key words or short sentences.

Once you have written your learning tasks, arrange them in order of importance.

Activity

Write "I Want to Learn" in the middle of a large piece of paper. You could make a yellow circle in the middle, just like the sun. The group then makes the sun rays by attaching their pieces of paper, with the most important learning goals nearest to the centre. Take it in turn to tell the rest of the group what you have written

Look at the sun together:

1. What type of learning tasks are there?

- skills
- knowledge
- personal development

2. Which tasks could be carried out in the group you are working with just now?

3. Are there any common goals? These could provide a starting point for planning group work.

4. Write down any comments. If there are decisions to be made, these can be used in the next phase of the group's activities.

5. If you included personal goals, which cannot be achieved within the group activities, think about how you can achieve them.

Suggested Timing
60 minutes

Materials and Resources needed
Paper and coloured pens

Guidelines for assessment

Evaluation questions
 	
    ● Which parts were you most pleased with?
    ● What problems did you have?
    ● What have you learned from this experience that you can use again?

Unit 2. Young people's biography

Rationale:

In the second unit young people are introduced to the concept of biographical learning. Biographical learning allows giving learning to learn processes a framework. It helps to develop a positive attitude towards learning and towards developing skills.

Objectives:

In this unit youth workers will help young people in:

recognising and reflecting on inner strategies used in the past

organising experiences

developing new strategies young people are aware of

Theoretical background

For developing Learning to learn is a transversal competence, we adopt the approach of biographical learning. Biographical learning allows developing skills as well as a positive attitude towards learning.

The main focus of biographical learning is on facilitating an ability called "biographicity". Biographicity is the learners ability to utilize "intuitive knowledge about life opportunities that we have not put into practice (Hallqvist at al., 2012, p. 72), also named as "unlived lives" (Alheit, 1994, p. 289)

For facilitating the biographicity in terms of biographical learning processes the trainer asks the learners to focus on both social structures which they are living in – school, friends, family- and their own subjectivity. The aim is to recognize the interconnections of the social structure and the individual´s subjectivity and how the learners have handled struggles between both in the past. According to Hallqvist et al. the aim of biographical learning is to "recognise people's sense of being able to control their own lives interacting with biographical and structural conditions" (2012, p. 71). By recognising and reflecting on these inner strategies used in the past the learners get the opportunity to develop new strategies they are aware of. It is about reflexively organising one's experiences to meet future challenges.

Due to this perspective biographical learning is considered as being helpful to handle transitions in the life-course like transition from school to working environment. In the case of job loss biographical learning would be for example about ensuring one´s professional competence or employability through including identity issues and decision making that affects one´s biography.

According to Alheit and Dausien´s biographical learning processes can be characterised by three main aspects:

- Individuals engaged in biographical learning make use of their "biographical stock of knowledge", which can be described as a totality of experiences memorised by the individual. This totality is seen as a subordinate structure of action and knowledge within the individual. This structure can be activated in situations when people face challenges to which they have no immediate answer. When facing those challenges people must call on reflexivity and choice – the core-activities of biographical learning. Alheit and Dausien describe the experiences the learners make when facing challenges as "moments of self-education". Within these moments the biographical structure of the learners is opened to be changed through reflexive efforts. This is when biographical learning takes place. Alheit makes clear that those learning processes are not only about incorporating new knowledge into an existing corpus of knowledge. Instead biographical learning aims also on transforming the whole corpus of knowledge. Due to this perspective learners biography is used and changed within the learning process.

- Central to biographical learning is that it takes place within interaction and communication with other learners who are also relating their challenging experiences to their biography.

- A vital part of biographical learning is unexpected experiences and serendipitous events. For this reason biographical learning can be described as intentional but not teleological.

Pedagogical approaches

The following description of the biographical method is taken from Susanne Braun (1996, p. 109-122).

According to Braun (1996, p. 109-122) we distinguish between three different levels of approaching biographical learning:

Understanding of own experiences
Understanding one's own experiences includes remembering, which also includes repressed emotions. Next to cognitive processes, emotional and physical processes are initiated. This is how the reconstruction of one's own life history is being facilitated.

Analytical Understanding
Analytical understanding is supposed to access deep structures of subjective experiences and consequently facilitate self-reflection. In connection with theoretical and scientific interpretations, common processes of reflection of individual experiences within different contexts should be initiated.

Development of opportunities of change and perspectives of action.
The understanding of one's own experiences and their own life history helps to outline new opportunities and chances for actively shaping one's own life.

Practical sessions:

Title of the activity
1. Warming up – Biography on a big paper bag

Participants
10-12 young people

Learning outcomes
In this exercise the individual group members should get to know each other. On the basis of a creative work on their own biographical experiences they should decide which of these experiences they do share with the group and which experiences they prefer to keep to themselves.

Description / Methodology
To realize this project, each learner gets a big unprinted paper bag, various newspapers and magazines, markers, scissors and glue. Young people should put the paper bags in front of them and the tutors gives them the task to reflect their experiences known by all group members on the outside of the paper bag. In the inside of the paper bag they should present their experiences which they don´t want to share with others.

Young people should start with the design of the outer side and should then move to the inside. The design is made with the materials mentioned. After this creative step is completed, the learners should close the bag in silence

Then all paper bags get name tags and will be placed in the room. Young people should have access to all paper bags and should get the opportunity to have a look at all bags. For this procedure young people get 40 minutes time. After having a look on all individual paper bags, young people should comment on this. This is done on the basis of a questionnaire, which was prepared by the teacher. The questionnaire includes questions such as:

- What remained in my memory?

- In which bag I would like to look inside?

- What is similar to my bag?

- What I would I like to ask or what would I like to know more in detail?

Afterwards each youngster gets the opportunity to ex-plain her/his customized paper bag. Here young people are not forced to share their personal experiences, which are mapped on the inside of the paper bag, as these are often associated with fears or insecurities. If they want to, they can however talk about the insides. To facilitating the learners explaining their paper bags, the learners get the following questions:

What is particularly important / not important to me?
What can grow and become larger, which should be smaller and not so important?
What I have already achieved?
What are my wishes for the future?
Why I do not like to talk about certain things?
On what issues I would like to work?

Suggested Timing

- 45-60 minutes for designing the paper bag

- 40 Minutes for having a look at all paper bags and for asking questionnaire

- 20 minutes for each paper bag: presentation according to questions

Materials and Resources needed

- big unprinted paper bags,

- various newspapers and magazines,

- markers and pens

- scissors and glue

Guidelines for assessment

This is the first activity in the biographical learning unit. In this exercise the individual group members should get to know each other. It will be accessed after explaining what biographical learning is about.

Worksheets

Two questionnaire on paper or on flipchart (questions see above)

Title of the activity
2. Self-image Empowering Self-worth

Participants
4 – 20 young people

Learning outcomes
In this exercise young people have the task to assess themselves. The assessment applies to both the negative and the positive aspects. In a further step this self-assessment is to be compared with the assessment of others members of the learning group.

Description / Methodology
Young People need paper and pen. An A4 sheet is divided into two halves in the center by a thick horizontal line. On one half of the paper young people should write down "What I like about myself" and on the other half "What I don't like about myself". After that, young people get a short time to think about these sentences/tasks and to write down their thoughts in bullet points.

In the next step the same way is used to design a new paper. Now the task will be to answer "Why Others like me" and "Why Others do not like me". The task of the youngsters is now to put themselves in the position of people who are important to them. They should consider what these people value most about them and what would be not valuable from their point of view. These considerations should also be noted on the pre-prepared sheet with two halves.

Afterwards the Self-image is to be compared with the results imagined external assessment. If the results of the self- assessment and external assessment are different the learners should ask themselves the following questions:

- How do I feel with this assessment?

- Is it acceptable to me?

- What makes it difficult for me to understand this assessment?

Moreover the learners get the task to give answers to the following questions:

- How do I get to this assessment?

- Where does it come from?

- From whom I have taken something?

- Which phrases or sayings do I remember from my family of origin, concerning my value, my skills?

Afterwards the evaluation should take place in small groups (2-4 people). Every young people is asked to present her/his self image and imagine external assessment. The listeners get the task to pay attention to the following aspects:

- In which area are the mentioned qualities and defects mainly located (body, character, intellect)?

What areas are not mentioned?

How do you see yourself?

How do I see you?

Suggested Timing

- ca 45 min for doing self assessment

- ca 20 min for evaluation (each learner)

Materials and Resources needed

- A4 Paper

- Flipchart

- Pens

Guidelines for assessment

This activity can be accessed after the warming up activity (see activity 1.)

Worksheets

See materials needed

Title of the activity
3. Mutual coaching for learning goals and assessment

Participants
Activity to be made in pairs (2-4-6-8 and so on...)

Learning outcomes
The activity is a shared mutual-coaching, and it means that as a role-play there will be in the couple first coach-coachee relation and in a second moment the opposite relation (and this can vary according to the target group needs). It strengthens the awareness of persona learning goals and the process on how to achieve it.

Description / Methodology
The activity Is to be implemented in steps: - division in couples (it can also be done later) - explanation of the activity itself and presentation of the key-principles (coaching, awareness, learning, goals…) - presentation of the tools to be used (80-20 tool, SMART approach, wheel of learning goals, and so on...) - implementation of the first round of coaching - feedback (personal assessment, mutual feedback, common and general de-briefing) - second round of coaching (optional and that can also be done later) - last feedback (see above). The approach of this activity is based on coaching. But what is meant by coaching here is not always agreed. When the term coaching is used, it can refer to many different things, such as mentoring, advising, guiding or helping. The coaching we refer to in this article, however, is non-directive coaching, as articulated by Whitmore (2009). Whitmore states that the essence of coaching is unlocking people's potential to maximize their own performance. A coach believes that people are capable of much more than they show and sees them in terms of their potential, not of their past failures. To use coaching successfully, the coach has to adopt an optimistic view of the dormant capability of the coachee. The first key element of coaching is awareness. That awareness leads to skill was discovered in the

sixties when this form of coaching was being developed for sports (Whitmore 2009, 10). Awareness is empowering, because one is able to attend that of which one is aware. Responsibility is the second key concept of coaching. Telling someone to be responsible does not make someone feel responsible. This involves choice. When the coachee truly chooses and takes responsibility for his or her goals, the commitment to them rises and so does the performance. Thirdly, building self-belief is a major goal of coaching. Experiencing success is the most effective way to build this self-belief. The coachee needs to know that the success is due to his or her own efforts. (Whitmore 2009, 18) That is why in non-directive coaching, the individual or group is the expert and they set the agenda.

Suggested Timing

According to the number of participants:

- from 5 to 15 minutes for the division in couples

- around 15 minutes for explanation of the activity itself and presentation of the key-principles;

- around 15 minutes for presentation of the tools to be used;

- around 20 minutes for the implementation of the first round of coaching;

- around 10 minutes for a first-round feedback;

- around 20 minutes for the second round of coaching;

- around 20 minutes for last feedback/evaluation.

Materials and Resources needed

No specific one is needed.

Guidelines for assessment

As already mentioned above, the assessment can be implemented variously, according to the target group needs. It can be made with questions like the feeling and the efficiency of the couple-coach-relation, on the type of trust felt and on the efficiency of the coaching activity itself. And so on.

8

Worksheets

Leaflets showing principles, methodologies and tools to be used during the coaching time itself can be useful to be prepared, shared, provided to the participants.

Title of the activity
4. Learning Diary

Participants
Individual tool also possibly implemented in group(s)

Learning outcomes
It is called a diary precisely because it has to give a subjective and autobiographical vision of learning, that is, of what the participants have understood, felt, experienced along the way and is not a simple collection of notes.

Description / Methodology

Participants can be guided through the compilation by asking a few key questions, like:

- what did I learn?

- what did I learn again? something has changed my way of thinking and why?

- what I did not understand?

- what did the group do?

- what have I done?

This tool is one of the components of the evaluation (objective, subjective and intersubjective) but also allows to appreciate the personal meanings attributes from the participants to their learning experience, including the perception of their own appropriateness in facing it. The above mentioned questions can be setted-up according to the specific profile and needs of the participants and they can vary.

The tool can be considered to be used -according to the participants and trainers needs:

- during the activities;

- after every session;

- at the end of every activity day;

- just at the end of the project itself;

- after the closure of the end of the training activities.

Suggested Timing

According to the number of participants and needs of the target group.

Desired time is 3-5 minute for answering each question.

Materials and Resources needed

It is possible to take advantage of digital support for it.

(Just as an example)

- ONENOTE PADLET OR LINOIT for the creation of a virtual bulletin board for diaries and

- EVERNOTE BLOG.

Guidelines for assessment

This activity it's supposed to be an assessment tool itself.

Worksheets

According to the participants, a module can be provided to be fulfilled with the questions.

The activity can be presented as a letter to be written in the future to everyone's self in the future, to allow a more easy way to answer the question.

Unit 3. Learning strategies

Rationale

Learning strategies refer to methods that young people use to learn, consciously or unconsciously. Learning styles refer to the preferred way in which a person processes information.

The learning strategies will depend very much on the learning styles used by different learners to process information.

The learner should know which is their preferred way so that they can rationalise it, make it more efficient and more permanent so as to obtain sustainable results in the learning.

These learning styles are known as cognitive styles, and metacognition is the monitoring and regulation of the cognitive process by the learner himself/herself.

Learning to learn will illustrate this learner centred pedagogical approach, in which the teacher provides the guidance, the environment and the opportunity for the learner to gain knowledge on how to organize learning and become an effective manager of his skills and learning opportunities.

Therefore, it is necessary for the learner to discover his or her learning processes and there are simple and easy ways to become aware of one's own strategies.

Objectives

In this unit trainers/youth workers will help young people:

- Discover learning styles: the way of processing different categories of information
- Use the preferred way, and regulate it.

Theoretical background

There are quite a number of historical references to metacognition, and its learning to learn approach**.**

It springs from the works of psychologists like Lev Vygotski, in the first part of the twentieth century who himself knew of the works of Piaget, and benefits from the cybernetic revolution and the emergence of the cognitive sciences in the second part of the twentieth century. This revolution places the learner at the centre of the learning environment: it will be proved that he has interactions with his environment which are the factors that develop his intelligence. It will change the way teaching is envisaged.

Metacognition

John Flavell, Stanford University, 1976 "In any kind of cognitive transaction with the human or non-human environment, a variety of information processing activities may go on. Metacognition refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in service of some concrete goal or objective."

John Flavell based his research on the works of Jean Piaget.

Metacognition represents the "executive control" system that many cognitive theorists such as George Armitage Miller, Jerome Bruner, Newell and Simon have included in their theories and the processes involved in metacognition are central to planning, problem-solving, evaluation and some aspects of language learning.

Learning to learn will be used as a means to operate metacognition in a practical way, and lead the learner to monitor actively and concretely their learning activities. It requires the skill from the trainer to evaluate the learner's cognitive skills, to propose a mental activity well pitched so as to allow the learner to grasp the knowledge involved and learn. As Vygotski put it, tasks that are set for the learner need to be pitched at the right level. It is as useless to propose tasks that are outside the person's Zone of Proximal Development, as one which is too easy for the person to be motivated.

In this approach, the trainer is a guide.

Pedagogical/ Training approaches

The trainer will proceed so as to address each and every young person individually, even though the environment is collective. (Tour de table). They will propose a well pitched learning activity such as mentioned in the section above to make it possible for the learners to perform it. The importance of the level of difficulty of the chosen task is fundamental, as learning to learn will require for the learner to be able to retrace the way they proceeded to perform it. So the activity must have happened.

The trainer announces what the process will be, its name, its aims, how much time to perform it, and indicates what is expected precisely from the young participants with clear and detailed instructions.

The trainer will remain as neutral as possible in the guidance so as not to influence the learner's rendition of theri mental processes when performing the task.

The trainer can use a list of questions to help the learner go back on how he or she processed the task, but should be aware that they are helping the learner to look back on the process, not evaluating it.

The learning to learn approach usually brings young people to discover that they know more than they thought about their learning competences. The trainer should make them realise this without commentating on it. The trainer is responsible for the young participants to be successful and to make them aware that they have succeeded. The self-confidence should build on repeated success and not on congratulations.

The trainers should use various types of materials (written, drawn, spoken.) so as not to favour a particular learning style.

Whatever the material used for the activity, be it oral, graphic, written, some trainees will preferably use images to memorise new data, while others will use words even to process images. Each learner can discover their preferred way, whilst at the same time discovering that this is not the sole and only way to process information.

It is relevant however to become conscious of one's learning strategies, to improve them, maybe by borrowing from others' strategies or by falling back on them deliberately when finding it difficult to concentrate.

It is central that the trainer refrains from favouring the quickest procedures. It is known that the learners who can easily process data visually do so much quicker than those who have to go through verbal processing. However, it does not mean that the former perform better than the latter. Therefore, the trainer must wait for those who take more time to have completed the task to call the activity over.

Some learners will prefer to move around so they can come nearer to the poster when doing the graphic data and have a closer look at it.

Or have them come and draw on the blackboard what they already remembered on a sheet of paper.

Practical sessions

Title of the activity
1. Listening to an oral message such as a short and easy poem

Participants
5 to 12 young people

Learning outcomes
Learn to look back on the processes used
Discover one's learning processes for an oral message
Compare it with the other learners' processes

Description / Methodology
Give precise instructions: I am going to read a short poem to you once, and only once, and when I am finished, I will ask you to remember as much of it as you can in writing. Do not think of spelling as relevant.
This will not be timed. Tell me when you think you are done.
Reading takes place.
Then, ask the learners to write down whatever they remember from the poem.
When they are finished, the trainer asks them to tell the group in tour de table way, one by one, what they could remember. The whole sequence will be done by tour de table.
Then ask them to go back to the moment the reading stopped, and they looked for the traces of it in their memory.
Then question how it all came back to their conscience.
Did images come to your attention? Images that illustrated the poem. If so, tell the group what sort of images you produced.
Did you hear sounds, noises that went with the poem? If so …..

Did you hear voices? Yours? The reader's? Somebody else's.

Ask the participants what they have discovered during this activity; about themselves, about the others' way of taking In information.

Ask them if your reading pace was too slow, too quick. If they were hindered by it. Make them express this so they become aware of it.

Suggested Timing

Depending on the number of participants a tours de table for remembering and relating will take more time if the group is large.

90 minutes for a group of around 5-8

180 minutes for a group of 10 to 12

Materials and Resources needed

A short poem or message with words which are not too difficult to understand, as the meaning is not the main aim. Not too long for participants who are not used to reading long texts, but long enough to be a stimulating challenge.

Ask them to remember it in the way that it is possible: it can be related orally if writing is not an option.

There can be a questionnaire to be used orally by the trainer Provide example.

One can use a template to write down the learners answers to the questions. Provide example.

Guidelines for assessment

Assessment is made by participants as one of the aims of learning to learn is self-assessment.

In tour de table, before the end of the session: recollect the whole activity: ask the participants to recall and relate every step of the activity from the beginning (instructions) and the text of the poem read.

The participants realize how much they have done, how they each remember a different portion of the sequence, they put into words the discoveries of the sequence (how they each have proceeded, how different it was from the others, although they all listened to the same message at the same time).

This memory exercise is

- a first step towards memorization,
- enables young people to recall and orally relate details of the exercise
- a first way to measure what we have achieved

Title of the activity
2. Processing of graphic information

Participants
5 to 12 young people

Learning outcomes
Learn to look back on the processes used
Discover one's learning processes for graphic information
Contrast it with the other learners' processes
Compare it with processes used in Activity 1

Description / Methodology
Give precise instructions:

Give precise instructions:

I am going to let you look at a poster/painting/geography map, and for as long as you need, please check by closing your eyes from time to time how much you already have in your head; when you think you are ready, I will remove the material from the wall, I will ask you to remember as much of it as you can by drawing and writing if there are words on the material. Do not think of quality of the drawing or the spelling as relevant.

This will not be timed. Tell me when you think you are done.

Paste the material on a wall or on a blackboard. Then remove it when every one of them is ready.

Then, ask the participants to draw and write whatever they remember from the poster.

When they are finished, the trainer goes round the table to ask them how they proceeded to put this poster in their head. The whole sequence will be done by tour de table.

Did you organize yourself consciously to save all the data?

Did you talk to yourself, describe the images to yourself, describe the way the poster was

distributed in space?

Or did you have the impression that your eyes took a photograph of the poster?

What came back first to your mind when you started looking for the traces of the poster in your memory? Sounds… images...

Ask the participants what they have discovered during this activity; about themselves, about the others' way of taking in graphic information.

Did they find this type of material more difficult than the oral message or less difficult?

Make sure they compare the results from Activity 1 and those from Activity 2.

Do they think they did better on the oral material or on the graphic material?

Make them compare the processes they used on both sequences. Were they similar or different?

Which gave a better result?

Were the instructions sufficiently clear for them to perform the task?

What conclusion can be drawn? Some young people have a visual capacity to process graphic information, some will need to go through words, to describe, comment, and will need to make it conscious to be able to discover it and re-use the process deliberately.

Compare with the others' strategies: which are quickest, which take more time? What about the results: how true to the model, how much is missing?

Suggested Timing

Depending on the number of young people, a tours de table for remembering and relating will take longer if the group is large.

90 minutes for a group of around 5-8

180 minutes for a group of 10 to 12

Materials and Resources needed

A poster/painting/geography map, diagram of the human body…. suitable for the group of learners.

No words which are too difficult to understand, as it is the strategy to memorize that is of interest.

Provide an example in each language.

One can use a template to write down the learners answers to the questions. Provide example.

Guidelines for assessment

Assessment is undertaken by the participants as one of the aims of learning is to develop self-assessment skills.

In tour de table, before the end of the session: recollection of the whole activity: ask the participants to recall and relate every step of the activity from the beginning (instructions) and again about the poster drawn.

The participants realize how much they have done, how they each remember a different portion of the activity, they put into words the discoveries of the activity (how they each have proceeded, how different it was from the others, although they all looked at the same image at the same time).

This memory exercise is

- a first step towards memorization,
- enables young people to recall and orally relate details of the exercise
- a first way to measure what has been achieved.

Title of the activity
3. Testing and validating our learning strategies

Participants
5 to 12 young people

Learning outcomes
Assessing if the learner can use these skills

Understand one's operational strategies : describe them, step by step

To be able to reproduce them in new problem situations

Become an active learner by deliberately starting the processing of information in a chosen way

Become aware of the importance of the instructions as a starting point to the processing of information

Description / Methodology

Checking out sequence :

Part one:

I am going to pronounce a word and you are going to tell me what immediately springs to your conscience start with very concrete words like : house, horse, table, man, church and slowly move to abstract words like : religion, difficulty, strangeness, strong, remote.

Have the learners check and say what comes to their mind first is it an image of the meaning, or an image of a written word, or do they hear an associated sound, or do they hear their own voice repeating the word.

Another series of words on the same progression from concrete to abstract: they deliberately process as they did spontaneously previously

See if it works and how it works.

Part two:

Write a word on the blackboard, preferably one that they would not know. They cannot write whilst the word is shown.

They try out whatever strategies they used while looking at the poster. Describe the word, look at it and imagine underlining the difficult part, or counting the letters, or putting colour on the difficult spelling....

Then you remove the word. They write it down.

They look at the result, comment and say out loud how they proceeded so as to become aware of it as a procedure.

Part three :

I will give you a word and you will try to create an image of the meaning in your head and underneath the image see the word as I have written it down for you.

This is a way to secure the learning of a new word that includes meaning and spelling at the same time.

The trainer does a whole sequence with five words, one at a time (seven different items are a maximum number to be memorized in the same activity).

At the end of the 180 minutes, remember each of the words included in parts 2 and 3, in any order. This can be done orally in a collective way, or in writing, discussing as a group as to the correctness of the spelling and the meaning.

Suggested Timing

Depending on the number of learners, a tours de table for remembering and relating will take longer if the group is large.

90 minutes for a group of around 5-8

180 minutes for a group of 10 to 12

Materials and Resources needed
Prepare a list of words from concrete to abstract…. Again suitable for the group of learners.

Some preferably unknown to the young participants, for Part 2.

For Part 3, words which are easy to understand, even if difficult to write.

Provide an example in each language.

One can use a template to write down the learners answers to the questions. Provide example. |

Guidelines for assessment
Assessment is made by young people as one of the aims of learning to learn is self-assessment.

In tour de table, before the end of the session: recollection of the whole activity: ask the participants to recall and tell every step of the activity from the beginning (instructions) and of course the words learnt.

The participants realize how much they have done, how they each remember a different portion of the activity; they discuss the discoveries of the activity (how they each have proceeded, how different it was from the others, although they all looked at the same words at the same time).

This remembering activity is

- a first step towards memorization,
- enables learners to recall and orally relate details of the exercise
- a first way to measure what has been achieved. |

Title of the activity
4. Auditory learning style

Participants
Age: 12 to 35.

Learning outcomes
To make participants aware of how efficiently they can learn through listening

Description / Methodology
The trainer has to read the story. The participants have to listen without taking notes. When the reading is finished, the participants have to write down some bullet points. After, they have 10 min to write the story as near as possible to the original, with more details. In order to check how much information the participants gate, read again the story Assessment

Suggested Timing
● 5 min for reading ● 2 min for the bullet points ● 10 min for re-writing the story ● 5 min for reading it again ● 15 min for assessment

Materials and Resources needed
Pens and papers The Story of Coca Cola (worksheet)

Worksheets

The story of Coca-Cola

What is the most recognizable object in the world? Could it be a football? Or a Big-Mac? No, the answer is a Coca-Cola bottle. The famous Coca-Cola bottle is over 100 years old ! Footballs and big macs are certainly part of life for lots of people; but Coca-Cola is now a permanent part of world culture. People know and drink Coca-Cola all over the world.

It is said that the Coca-Cola bottle is the most recognised object in the world. Hundreds of millions of people can recognise a Coke bottle by its **shape**, even if they cannot see it! And the famous Coca-Cola **logo** is the most famous logo in the world. **Unlike** any other famous commercial logo, it has not changed in 100 years!

But the story of Coca-Cola is even older than that. It was in 1886 that John Pemberton, a **druggist** in Atlanta, Georgia, invented a new type of **syrup**, using coca leaves, sugar and

cola **nuts**, plus a few other secret **ingredients**! Pemberton sold it as a medicine; and with its coca (the **source** of cocaine), it must have made people feel good!

Nevertheless, Pemberton's medicine was not very successful, so he sold his secret **formula** to another druggist, Asa Candler. Candler was interested, because he had another idea; he thought that Pemberton's "medicine" would be much better if it was mixed with **soda**.

Candler was thus the man who really invented the drink Coca-Cola. At first he sold it in his drugstore; then he began selling the syrup to other drugstores, who used it with their soda fountains. Candler also **advertised** his new drink, and soon people were going to drugstores just to get a drink of Coca-cola.

Before long, other people became interested in the product, including a couple of businessmen who wanted to sell it in bottles. Candler sold them a **licence** to bottle the drink, and very quickly the men became millionnaires. The famous bottle, with its very **distinctive** shape, was designed in 1916.

During the First World War, American soldiers in Europe began asking for Coca-Cola, so the Coca-cola company began to export to Europe. It was so popular with soldiers, that they then had to start bottling the drink in Europe.

Today, Coca-Cola is made in countries all over the world, including Russia and China; it is the world's most popular drink.

As for the famous formula, it is probably the world's most valuable secret! The exact ingredients for making Coca-Cola are only known to **a handful of** people. And **as for** the "coca" that was in the original drink, that was **eliminated** in 1903. It was a drug, and too dangerous. Today's Coca-Cola contains caffeine, but not cocaine!

Developed by
- Alessandro Nicotera
- Katerina Stoumpou
- Vasiliki Dede
- Simão Pinho
- Theofania Anastasopoulou
- Victor Manciu
- Paulina Foksa

Title of the activity
5. Visual learning style

Participants
Age: 10 to 99

Learning outcomes
To make participants aware of how efficiently they can learn through visualize things

Description / Methodology

0th part:

Ask if the participants know what is the visual learning style. Ask who thinks it's the best learning style for him.

1st part:

The trainer has to show some photos of the details taken in the common environment of the participants (for example, school corridor if the participants are pupils).

The participants have to guess where the pictures were taken, as precise as they can. After each photo trainer confirm it or specifies the place.

At the end show turn off the projector.

2nd part: Â

Ask the participants to remind how many photos there was and give some time to remind which was shown on which picture. You can say that they could feel free to use pens and papers if they want to.

Give some time to remind.

After the pause go through each picture and ask the group for following questions:

- How do you remind this picture?
- Where it was taken?
- How do you remind the order?

Finish with the assessment session.

- Preparation before the activity: 15 mins
- 0th part: 5 min
- 1st part: 15 min
- 2nd part: 10 min
- Assessment: 15 min

In total: 1hr

Materials and Resources needed

Pens and papers Â

Photos of the details taken in the common environment of the participants (for example, school corridor if the participants are pupils)

Screen/projector/TV + laptop or print the photos

Guidelines for assessment

- How was the activity for you? Is it hard? *Scale 1-10*
- How your notes looks like? It's words? Short sentences? Longer story? Some drawings? Which language have you used for noting? *the most common way is to use short sentences*
- What helped you to remember each picture? *Colours, contrasts, shape, something recurring, familiar thing you see each time*
- Have you felt confirmed that you have visual learning style? (question for people who agreed during 0th step) Someone have changed own mind?

Suggestions

- Don't tell anything about 2nd part before the activity.
- You have to remember the order of showing the photos and do it in the same order on two parts.
- Limit the number of photos you show – up to 6-7.
- Don't show less than 4 photos.
- Don't tell participants how many photos there are, do not count them etc.
- The participants shouldn't sit too close to each other to avoid cheating.
- The participants can't take the photos – it have to be taken by leader and kept in secret.
- Do not disturb during the pause of the 2nd part of activity. You can just said how many time left.
- Don't say anything about notes which are made during 2nd part of activity. Don't suggest anything, it's important.

Worksheets

Worksheets are needed to be made just before the activity and it's always based on the common place of the participants.

Developed by

- Mateusz Cedro
- Alice Amaro
- Goncalo Assuncao
- Andreea Ioana
- Alexandru Ionut
- Emmanouela Vagianou
- Viktoria Vynarchuk
- Bernard Wiącek

Title of the activity
6. Learning interview

Participants
Age: 12 to 30

Learning outcomes
To make participants aware of how efficiently they can learn through sharing experiences and answering specific questions

Description / Methodology
The participants are introduced to the aims of the exercise and all receive a copy of the interview guide. It is made clear that not all the questions in the guide have to be used. The questions are there to help the interviewer and to give ideas for questions if needed. They should be seen as an inspiration. Also other questions can be added by the interviewer. The main aim of the interview is to help the one to be interviewed to reflect on his/her learning. The group is divided into trio's. There are three different roles: the interviewer, the one being interviewed and the reporter. During the exercise roles will be changed and everybody will fulfil all roles. The reporter writes down the outcomes of the interview in such a way that it is understandable for others to read the interview later. One interview takes at least 20 minutes.

The reports of the interviews are made available for the whole group. (flip-charts on the wall, journal etc.) Debriefing/ Evaluation when the three interviews have been done a short debriefing takes place in the trio:

•How did you experience the different roles?

• what was surprising?

In the big group the next questions could be asked:

• How was it to be interviewed?

• How was it to interview?

• How was it to report?

• What did you find out about your own learning?

• What did you find out about others' learning?

• What were surprising differences or similarities?

• Did you get ideas for your future learning? Other ways, methods etc.?

• How did the exercise help you?

Tips:

It is important to emphasise that the interview is not a little chat about learning – it really is an interview and the interviewer is supposed to concentrate on getting the interviewee to speak.

Suggested Timing

● 60 minutes for group work

● 30 minutes for debriefing

Materials and Resources needed

Pens and papers

Interview guide

Flipchart

Guidelines for assessment

- How was the activity for you?

- How did you experience each of the roles? In which role did you feel more comfortable?

- Where there questions you did not like to answer?

- What have you discovered about yourself through this exercise?

Suggestions

The Learning Interview often leads to very personal talks. Talking about your learning is very much talking about yourself. In some groups it might be good to make the participants aware about this before starting the interviews. This awareness can help them to make conscious choices during the interview. At the same time this personal element is also one of the strengths of the method; so the message should not be: don't get personal! The reports from the interviews can be very valuable documents. To make them available helps to keep the discussion going on and makes it possible for participants to address people that were not in their trio for further talks. Later in the process the interviews can be taken up again to see how perspectives have changed. As a fourth role the observer can be added. He/she can give adequate feedback especially to the interviewer about the style and quality of the questioning. This adds an extra dimension to the exercise which could be useful for some groups.

Title of the activity
7. JoHari Window

Participants
From 2 up

| Learning outcomes |
|:---|
| Young people will understand:
- their strengths and weaknesses
- JoHari model |

Description / Methodology

STAGE 1.

At the begging the facilitator introduces the JoHari Window model.

"Johari Window Model, developed by psychologists Joseph Luften and Harry Ingham in 1955.

(Description of the model based on www.communicationtheory.org/)

The model is based on two ideas-self-awareness and the perception of others how they see us. Each person is represented by the Johari model through four of a chart – window. Each of four windows signifies personal information, feelings, motivation and whether that information is known or unknown to oneself or others in four viewpoints.
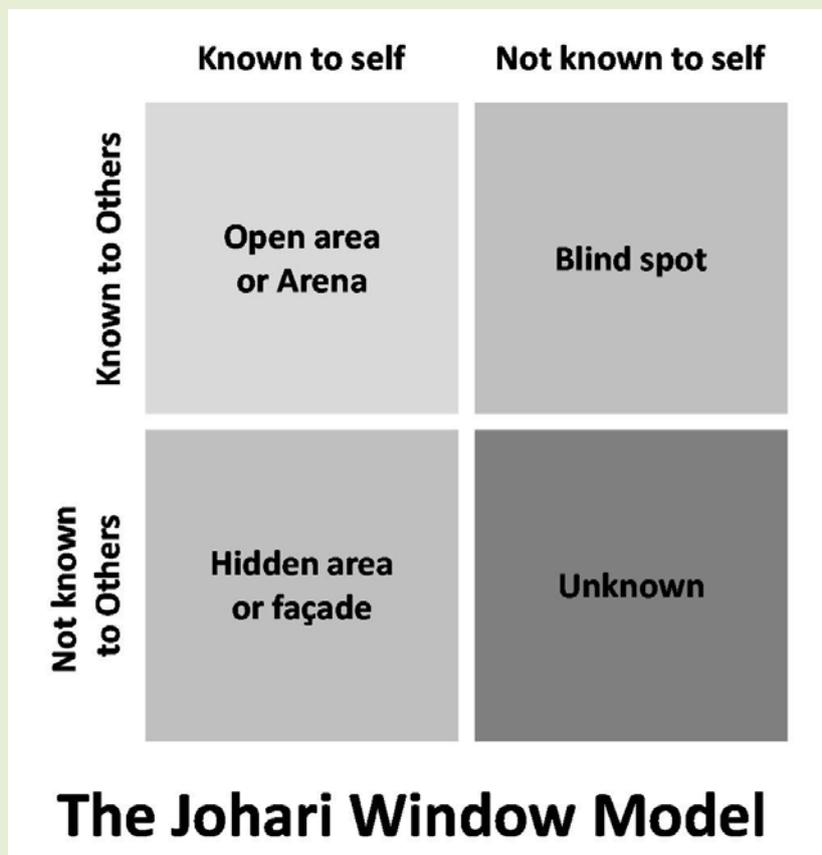
1. Open/self-area or arena – Here the information about the person, his/her attitudes, behaviour, emotions, feelings, skills and views will be known by the person as well as by others. This is mainly the area where all the communications occur and the larger the arena becomes the more effectual and dynamic the relationship will be.

2. Blind spot – Information about yourselves that others know in a group but you will be unaware of it. Others may interpret yourselves differently than you expect. The blind spot is reduced for an efficient communication through seeking feedback from others.

3. Hidden area or façade – Information that is known to you but will be kept unknown from others. This can be any personal information which you feel reluctant to reveal. This includes feelings, past experiences, fears, secrets etc.

4. Unknown area – The Information which are unaware to yourselves as well as others. This includes the informations, feelings, capabilities, talents etc..

STAGE 2. (20 minutes)
Each participant gets a JoHari window template and tries to fill two windows "Known to self".

STAGE 3. (20 minutes)
Participants are asked to "interview" other trying to find something not known for themselves but known to others (it can be information about a behavior, characteristic or a skill). If found they write it down in the "Blind spot" window.
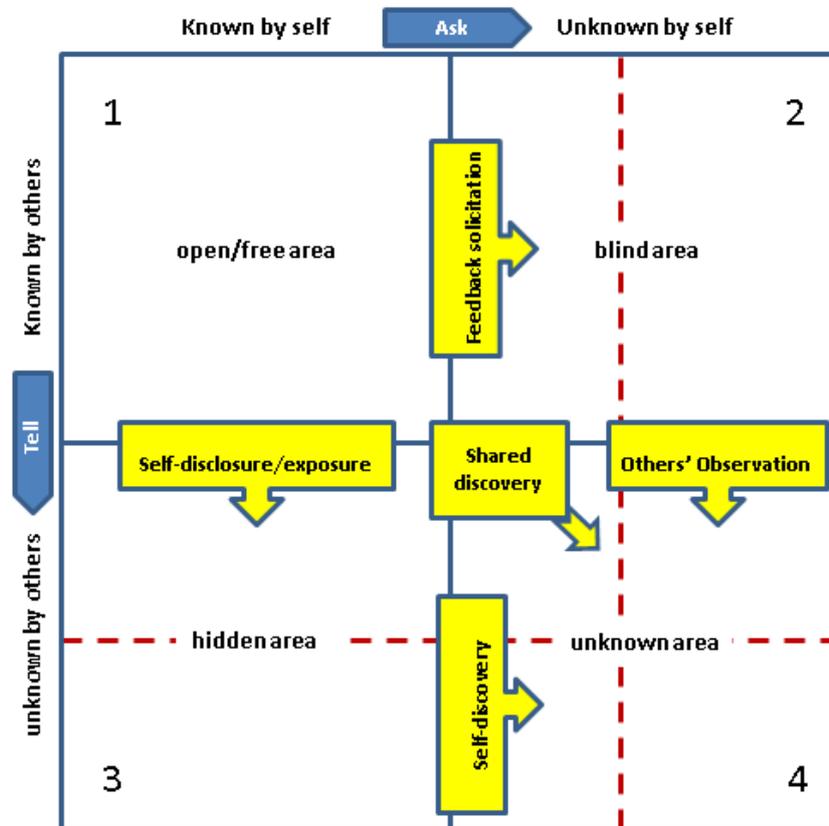
STAGE 4. (15 minutes)
Facilitator discusses with the whole group:
1. How can we discover what is in the "Blind spot" window"? How can we make it as small as possible?
2. How can we discover what is in the "Unknown" window"? How can we make it as small as possible?
3. Which window should contain the most information? What is more important for the participants bigger Open Area or Hidden one? (answers will vary from personality type and values of participants)
4. How can we use the JoHari model for self-awareness building?

Some answers to those question can be found on a chart shown below (source: www.selfawareness.org.uk). Facilitators points out that key action for self-awareness growing is communication – asking for feedback to realize content of blind spot (blindarea) and telling about ourselves to share the hidden area and leave less space for people to speculate.

Johari Window model


```
              Known by self    [Ask]    Unknown by self

                  1                          2

Known by others    open/free area              blind area

              [Feedback solicitation →]

[Tell]    [Self-disclosure/exposure ↓]   [Shared     [Others' Observation ↓]
                                          discovery ↓]

unknown by others   hidden area           unknown area

              [Self-discovery →]

                  3                          4
```

Suggested Timing
1 – 2 hours.

Materials and Resources needed
Flipchart JoHari Window empty template.

Guidelines for assessment
JoHari Window is a powerful tool for trainers and educators, it is advised that trainers read more about the tool (various materials available in the Internet) .

Title of the activity
8. Learning without Teaching

Participants
9 – 30 young people

Learning outcomes
A very unique technique to develop people's knowledge and understanding without "teaching". People work in small groups to develop their expertise about an aspect of a topic (e.g. "learning to learn"). The group then re-group and share their knowledge.

Description / Methodology
Prepare a statement or question card for each group about an issue you wish to work on (E.g. "what does it means learning to learn?"). Each group is to work on a different aspect of the same issue.
Get the participants to form three small groups; one group is group "A", the second is group "B" and the third group "C". Give each group an agreed length of time in which to discuss the question or problem. Then re-group them so that each of the new groups contains one member from each of the original groups; in other words the new groups are constituted as ABC, ABC and ABC. Give the ABC groups the task of solving a problem or coming to a consensus that requires input from each member.

Suggested Timing
According to the number of participants:
- from 5 to 15 minutes for the explanation;
- from 3 to 5 minutes for the division in group;
- around 15 minutes for each round of questions;
- around 20 minutes for the last (consensus?) round;
- ca 20 min for evaluation (each learner).

Materials and Resources needed
- no specific material needed.

Guidelines for assessment
This activity can be used also as a discussion tool

Worksheets
None

Title of the activity
9. Learning plan

Participants
Age: 12 to 30

Learning outcomes

To make participants develop competences needed to plan their learning activities and learning process

Description / Methodology

What do I want to learn? (and maybe why?)	How?	With whom?	When?	Notes

The following steps will assist you to develop a learning plan with a learner:

1. **Assessment of learning needs**

   This may include analysis of:

   - Young person's values
   - skills
   - strengths and weaknesses
   - preferred learning style

2. **Identification of learning goals**

   It is important to identify learning objectives both from a young person's perspective and from an organisational perspective. Once established, learning goals can be reviewed against the learning outcomes of the module/s in this resource. This will assist the selection of appropriate modules.

3. **Identify learning resources, supports and strategies. Evaluate the availability of the following resources and the learner's confidence in accessing them.**

   - People, resources,, technology (e.g. phones, Internet/ e-mail, video-conferencing)

4. **Specify what constitutes evidence of learning**

   How will you and the participant know that learning has occurred? Assessment of learning could include a learning diary

5. **Specify target dates**

   Specify dates for progress reviews and for module/task completion. Agree on how this will occur.

   Target dates for contact with facilitators should specify:

   - Informal query or concerns

   - Progress review dates (When will formal contact be initiated to check on progress and how will this be done? For example, by telephone, face-to-face meeting etc.)

   - Assessment event due dates (When are assessment events due and how will they be submitted? (For example, by post, e-mail etc)

   - Feedback. When will feedback be available on assessment performance and how will that be delivered?

Suggested Timing

- 6 sessions of 2 hours

Materials and Resources needed

Pens and papers

Technological resources

Internet access

Guidelines for assessment

- Are you satisfied with the learning plan you have developed?

- Was the process of developing the plan difficult? What were the challenges you have faced?

- How will you put into practice the plan you have devised?

Unit 4. Focussing on challenges (UoS)

Rationale

In this unit the focus is on enabling young people to begin to develop skills that enable them to address the challenges that they face when moving onto further learning opportunities or into employment.

Objectives

The learning objectives in this unit are to introduce the young learners to problem solving skills. In addition, the unit will also enable young people to explore the notions of critical reflection and critical analysis.

Theoretical background

For many young people their previous experience of learning may well have been negative. These previous experiences will impact on how the learner views learning and how they view themselves as a learner. This can result in them viewing learning as having too many challenges and barriers. In order to encourage and enable the learner to re-engage with learning s/he needs support, encouragement and strategies to identify, address and overcome these challenges.

One of the strategies to be used is critical reflection. Critical reflection is an approach to problem solving where the learner, having identified a problem, can analyse it to identify its key factors; the learner then looks to determine a solution or solutions to enable them to meet and overcome these challenges. By using problem solving exercises learners can develop transferable problem solving skills that they can then use to address the challenges and barriers they face which may negatively impact on their return to learning.

Training approaches

The trainer who is delivering this session should use the material provided to enable young people to explore and develop their problem solving skills. The training approach in this unit is trainee centred where the trainer should facilitate and guide the learning process. By using individual and group work exercises and by making use of peer evaluation and assessment methods young people are encouraged to take more control of their learning. This approach also introduces the learners to the notion of critical analysis and critical reflection and both are part of the problem solving and peer review exercises employed in this unit.

In the unit the trainer should, firstly, introduce concentration exercises which will encourage the learners to be more focused on the problem solving exercises. The trainer can then introduce young people to the concept of critical analysis through the problem solving exercises. Learners then use peer assessment activities which help to evaluate their solutions to the problem solving exercise and then use critical reflection techniques to review their problem solving solutions after this peer evaluation.

The learners will conclude by making use of self-assessment techniques to assess and review their performance in this unit.

Practical sessions

The practical sessions are focused on enabling young people to complete the tasks using a range of skills. The Trainer should highlight to trainees the skills used and updated when undertaking these tasks and the list of skills used by the learner in this unit are highlighted below.

Title of the activity
1. Developing your concentration

Participants
10-12 young people

Learning outcomes
By the end of this task young people will have: Developed initial concentration skills

Description / Methodology
This task is both an individual and a task with peers. Learners are encouraged to look to both undertake and then develop exercises for developing their concentration. The trainer should time this task to suit the level of learners' activity in this task.

Suggested Timing
30 minutes

Materials and Resources needed
<u>Improving your concentration for problem solving</u> One of the difficulties with problem solving is not allowing enough time to focus on a problem and find a solution. The concentration quiz that you completed in Task One may have highlighted that there are some of the aspects of your concentration skills that you wish to improve and this task sheet will look to enable you to develop these skills.

Task:

Count backwards from 100 to 1. Focus only on the numbers and try to imagine them in your head. Do not think of anything else. If you find your mind drifting stop and start counting backwards form 100. Try this exercise for five minutes and see what number you reach each time. The more you focus on the task the easier it should become to reach the last number.

After you complete this part of the task go onto the Internet and using Google search for other concentration exercises that you think would help you to improve your concentration skills.

If you do not have access to the internet try working with a partner to design another concentration exercise similar to the one that you have already completed. It does not have to be a complicated exercise but it should enable you to gauge your success each time that you undertake it.

Guidelines for assessment

This unit makes use of a learner self-assessment exercise to enable young people to gauge their progression in the unit. By reviewing their skills both at the beginning and the end of the unit the learners will be able to evaluate their performance and numerically assess their skills development in the unit.

Title of the activity

2. Problem Solving and perception

Participants

10-12 young people

Learning outcomes

By the end of these tasks young people will have:-

- ☐ Explored problem solving
- ☐ Undertaken problem solving tasks
- ☐ Developed initial problem solving skills

Description/methodology

The tasks in this section contain both individual and group tasks which enable the learners to develop problem solving techniques. These tasks encourage close reading, challenge perceptions and working with others.

Suggested timing

60 minutes

Materials and resources needed

Task:

Skills Inventory Activity

How good are you at problem solving? Answer the following questions on your problem solving skills and rate them using the guide below:-

- q I can identify problems when they present a challenge
- q I can analyse problems
- q I can understand the way to solve a problem

q I can focus on the problem solving task

q I am motivated to solve a problem

q I can be creative and innovative in solving the problem

q I can utilise different resources to enable me to solve the problem

q I can be effective when solving problem s

q I can solve problems

Guide

1. I don't think I am very good at this

2. I think I could have do better

3. I can do this satisfactorily.

4. I can do this fairly well.

5. I can do this very well.

Total Score:-

Perception Activity – A man in an elevator

A man lives in an apartment block and his house is on the 22nd Floor. Each morning he goes to work and when he enters the elevator to go down he presses the button for the ground floor. However, when he returns to his home from work he enters the elevator to go up to his apartment. If he is alone in the elevator he presses the button for the 12th floor and walks to the 18th floor from there. However, if he is on the elevator with other people he travels to the 18th floor. Why does he, at times, only travel to the 12th floor when returning from work?

Answer:

The main is very small and cannot reach the button for the 18th floor when he is alone in the elevator. However, when other people are in the elevator with him they can press the button for the 18th floor.

This task is designed to show that sometimes the solution to the problem is fairly straightforward but we can over complicate things by not looking for easy solutions in the first place.

Perception Activity – Car Crash

A boy and his father are involved in a car crash. The man and his son are both unconscious and taken immediately to hospital where it is discovered that the boy needs emergency surgery and he is taken straight to the operating theatre. However, as he is wheeled in for his operation the surgeon states that they cannot perform the operation as the boy is the surgeon's son. Who is the surgeon?

Answer:

The surgeon is the boy's mother but since women are in the minority is many of the senior professional jobs we are inclined to perceive the surgeon as a man.

The objective of this task is to enable the learners to question their own assumptions when tackling problems.

Perception Activity - Count the Fs.

The trainer should write this sentence on a flipchart or on a smartboard and then let the group look at it for 15 seconds. Then you should ask everyone to say how many Fs they counted in the sentence.

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS.

Answer:

There are six Fs in the sentence e but often people will only count four. This is because we are inclined to ignore those words like 'of' because the word doesn't start with an F.

The objective here is to encourage the learners pay attention to all the parts of a task and, again, not just assume that they have covered all aspects.

Guidelines for assessment

This unit makes use of a learner self-assessment exercise to enable the learner to gauge their progression in the unit. By reviewing their skills both at the beginning and the end of the unit the learners will be able to evaluate their performance and numerically assess their skills development in the unit.

Title of the activity
3. Critical Analysis Task

Participants
10-12 young people

Learning outcomes

By the end of this task the learners will have:

Developed concentration improvement techniques

Description / Methodology

This task introduces young people to critical analysis

Suggested Timing

30 minutes

Materials and Resources needed

Critical Analysis Task

Critical analysis is a technique by which we can look at a problem and, by careful examination of each part of the problem, find a solution. As we examine any problem we need to ask ourselves questions which enable us to carefully check our understanding of the problem and evaluate each stage of our solution to the problem to ensure that the solution we are presenting is workable, is achievable, presents to best solution to the problem and solves the problem we are facing. This process of critical thinking involves asking questions of ourselves as we go through the problem solving process.

When we are first faced with a problem we should ask ourselves what do we know about this problem and what do we not know? Do we have all the facts and information about this problem to enable us to solve it? Do we need further information and, if we do, where will we get the information? Can this problem be solved without further information? If there is limited information on this problem it may be that we need to find multiple solutions until

we can gather further information that provides further clarity on the problem itself.

Group Activity

(Split the learners into small groups for this task.)

You have a family member who has gone to a town 400 kilometres away from their home for a job interview. However, the family member has forgotten something they need for this interview, which is taking place in the next 24 hours, and you must get it to her.

What is your solution to this problem?

NB. You are not permitted to discuss this task with anyone outside your group. You are also not permitted to ask the Trainer any questions

Guidelines for assessment

This unit makes use of a learner self-assessment exercise to enable the learner to gauge their progression in the unit. By reviewing their skills both at the beginning and the end of the unit the learners will be able to evaluate their performance and numerically assess their skills development in the unit.

Title of the activity
4. Peer evaluation and critical reflection

Participants
10-12 young people

Learning outcomes
By the end of this task young people will have: Undertaken a peer analysis task   Explored critical reflection   Further developed group working skills

Description / Methodology
This first part of this activity is a peer review task. It introduces young people to the concept of peer review. The second task is a critical reflection tasks where learners reflect on their solution to the previous activity given their feedback form their peers.

Suggested Timing
60 minutes

Materials and Resources needed
Analysis of the impact of a certain policy designed at local, national or European level on their daily lives. They have to provide their own solutions to the problem addressed by that policy.

Guidelines for assessment
This task contains a self-assessment exercise young people where they can assess their progression with problem solving techniques.

Unit 5 Feedback and reflection

Feedback is one of the top 10 influences on learners' achievement. John Hattie's research has focused on feedback for a long time.

In 2011 John Hattie contributed to a publication by Sutton, Hornsey & Douglas about *Feedback: The communication of praise, criticism, and advice* with an article about "Feedback in schools".

John Hattie provides some interesting clarifications and explanations to his previous articles about feedback in schools:

1. Giving is not receiving: Teachers may claim they give much feedback, but the more appropriate measure is the nature of feedback received (and this is often quite little).

2. The culture of the student can influence the feedback effects: Feedback is not only differentially given but also differentially received.

3. Disconfirmation is more powerful than confirmation: When feedback is provided that disconfirms then there can be greater change, provided it is accepted.

4. Errors need to be welcomed: The exposure to errors in a safe environment can lead to higher performance

5. The power of peers: Interventions that aim to foster correct peer feedback are needed.

6. Feedback from assessment: Assessment (…) could and should also provide feedback to teachers about their methods.

7. There are many strategies to maximize the power of feedback: Shute (2008) provided nine guidelines for using feedback to enhance learning:

   - focus feedback on the task not the learner,
   - provide elaborated feedback,
   - present elaborated feedback in manageable units,
   - be specific and clear with feedback messages,
   - keep feedback as simple as possible but no simpler,
   - reduce uncertainty between performance and goals,
   - give unbiased, objective feedback, written or via computer,
   - promote a learning goal orientation via feedback,
   - provide feedback after learners have attempted a solution.

(cf. John Hattie in Sutton, Hornsey, & Douglas (2011), Feedback: The communication of praise, criticism, and advice.)

Practical Sessions

Title of the activity
1. **QuickFeedback – Sandwich**

Participants
Even number of people

Learning outcomes
Young people will understand:
- their strengths and weaknesses which are the first step to learn new things

Description / Methodology
It is a very simple exercise that make people talk and get to know each other better.

Firstly speaks with the group on what is feedback and what are the characteristics of a good feedback. Brainstormed information should be written down on a flipchart.

Afterword's common definition is created by the facilitator.

Second question posed by the facilitator is "What is the connection between good feedback and learning to learn competence". The answer we are looking for could be "without feedback we cannot assess about the change we would like to make is our knowledge, skills or behavior".

As a summary the facilitator presents a Sandwich Feedback Model that is based on "packing" the constructive massage into to positive massages. That makes to person who receives the feedback more open for critics and more able to acknowledge that the change is needed. For example if one wants to pass the message "I think that you could be a better listener and more focused on people talking to you" s/he could make a sandwich massage such as:

"I really like listening of what you have to say! I think that you could be a better listener and more focused on people talking to you. You can offer so much to ones spending time with you!".

After that introduction participants are asked to stand up and approach any person they want. In pairs they have two minutes to give each other quick feedback (one minute per person). After that time participants switch couples. Exercise can be repeated until everyone have spoken with all other participants.

In the third part of the exercise participants have 20 minutes for reflection and fill a simple questionairre answering questions:

1. What have I learned about myself?
2. What are my strengths according to others?
3. What are my weaknesses according to other?
4. How can I tackle such weaknesses?

In the final part of the exercise participants form groups of 4 and talk about their answers.

Suggested Timing

1 – 1,5 hours.

Materials and Resources needed

Flipchart

Handout

Guidelines for assessment

The exercise is a mainly reflection one, so the trainer should take time and give the space to participants.

Title of the activity
2. Four levels of competences Reflection Excercise

Participants
From 2 up to unlimited number

Learning outcomes
Young people will understand how they: - their strengths and weaknesses - analyse their competences - competences are acquired and get to know "4 levels of competences" model

| Description / Methodology |
|---|
| The trainer start with introduction of the "4 Stages of Competences" Model. Trainer can prepare colored papers with each stage of competence and stick them on the wall explain the model step by step.
"Getting new skills and competences takes time.

Unconscious incompetence
In the first stage we not understand or know how to do something and does not necessarily recognize the deficit. Sometimes it can be something that we have never done before or do not know such thing exist, that is why we do not bother about our incompetence. However that stage can mean also performing an activity that we have done before and (think) we already know how to do it. For example we start playing drums and think we can do it because we have never taken a lesson or compared our skills with somebody who really can do it. It is the time when we see a person doing something in TV and think "That looks really simple, I'm sure I could do that!"

Conscious incompetence
Going to the second level of acquiring competence is the moment when we recognize that we do not know how to do something and try to learn it. It is here when we see the full extent of our skill deficiency. That is stage is the most important learning point, here we really learn the skill in order to get to next level. It's the moment when we go to a drum concert of class and suddenly it appears that we cannot really play. |

Conscious competence

Now we do understand or know how to do something but performing the skill or knowledge requires focus and devotion. We do the thing consciously and with care. We have learned to play drums now, but we still have to think about how to play when we make it.

Unconscious competence

At this stage we know how to do things without even thinking about it. We've completely internalised that skill. This is the moment when we meet our collegue who is starting to play drums and say "come on, that is so simple!".

(The model was first described by Management trainer Martin M. Broadwell as "the four levels of teaching" in February 1969.)
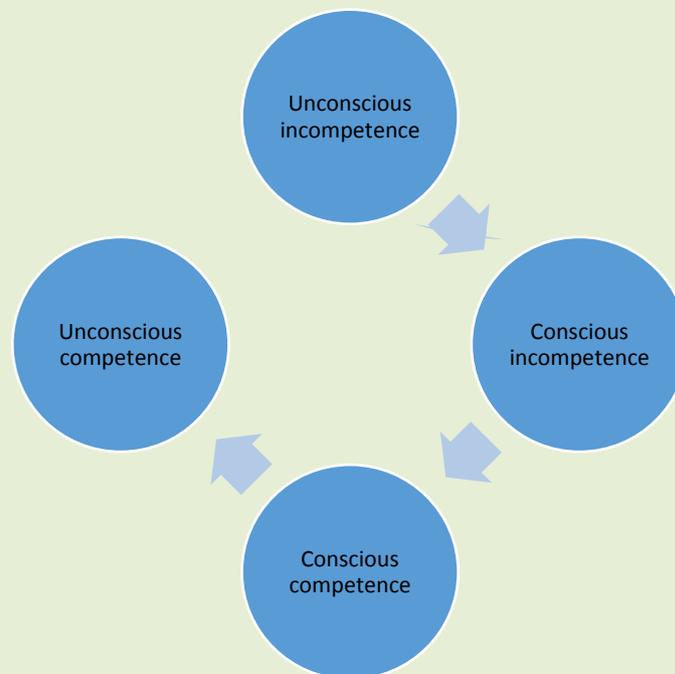
After describing the model each of the participants get their own handout with printed out model and given tasks.

1. Think about a story of acquiring a skill and break it into stages. Draw and image of yourself in each stages.
2. Sit in small groups of 4 people and tell your story of acquiring a skill.
3. In small groups prepare "4 Golden Rules" of getting new skills – each rule should encourage or help a person in getting to next stage of learning.
4. Each group should present their "Golden Rules" in front of the group. The trainers on the flipchart creates common set of rules.

Suggested Timing
Presentation – 10 minutes
Stage 1 – 20 minutes
Stage 2 – 20 minutes
Stage 3 – 10 minutes
Stage 4 – 20 minutes

Materials and Resources needed
1. Flipchart 2. Colorful paper 3. Handout with "4 Stages of Learning"

Guidelines for assessment
The exercise is a mainly reflection one, so the trainer should take time and give the space to participants.

Conclusions

One of the basic skills for success in the knowledge society is the ability to learn. With increasingly rapid changes in the workplace, due to changing technology and as a result of changing societal needs in the context of globalization, today's young people must learn to learn in order to maintain their full and continuous participation in civil society, thus eliminating the risk of social exclusion.

In this context, learning to learn is a quintessential tool for lifelong learning and, therefore, everyone who addresses their education needs to be able to provide both education and training, shaping their learning environment for this development skills for all young people.

However, the approach must be completely inclusive, addressing people with fewer opportunities (those with special needs and those who dropped out of school), a lifelong approach (including students and young adults) and through different learning environments (formal, non-formal and informal).

The changing nature of society and work means more and more, professionalization and adaptation of those professional skills that are no longer sufficient in the workplace due to the complexity of the organization of work, increasing the types of tasks that employees are called upon to perform, the introduction of flexible working models and team working methods, which means that the range of skills used in the workplace is constantly expanding.

Similarly, society as a whole is less uniform than in the past, so young people's personal competences (such as adaptability, tolerance of others and authority, teamwork, problem solving and risk taking, independence, etc.) are much more widely needed, if young people are to live together in tolerance and respect for one another.

Therefore, we are witnessing today more than ever the emergence of the ability of those who provide learning contexts for young people, so that they can identify and use educational methods and techniques that facilitate the development of the most important of these skills - the ability to learn - maintaining curiosity and interest in new developments and skills - without which there can be no lifelong learning.

References

- ❖ Bryony Hoskins and Ulf Fredriksson, Learning to Learn: What is it and can it be measured?, 2008

- ❖ Council Recommendation on Key Competences for Lifelong Learning, https://ec.europa. eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en

- ❖ Espada, Maria, Development of the learning to learn competence in the university context: flipped classroom or traditional method?- 2020

- ❖ European Youth Forum, Policy Paper on Global Education: a global vision on education - an education for global citizenship, https://www.youthforum.org/policy-paper-global-education-global-vision-education-education-global-citizenship

- ❖ European Youth Portal-Learning, https://europa.eu/youth/learning_en

- ❖ Eurydice (2002) Key competencies: A developing concept in general compulsory education. Brussels: Eurydice/European Commission.

- ❖ Rychen, D. S. and Tiana, A. (2004) Developing Key Competencies in Education: Some lessons from International and National Experience. Geneva: UNESCO / International Bureau of Education

- ❖ Merriam, Sharon B., and Caffarella, Rosemary S. (1991). Learning in Adulthood. San Francisco: Jossey-Bass

- ❖ Søren Kristensen, Handbook on Quality in Youth Mobility, https://pjp-eu.coe.int/documents/42128013/47261953/Handbook+LM/3a5c103c-0367-4eba-1aca-ee544826f5

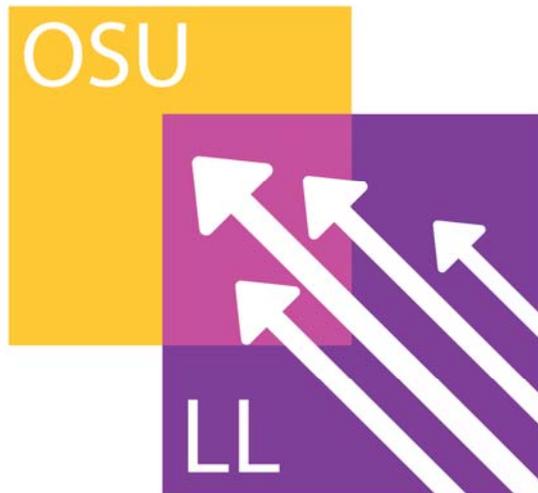|	
IREA	Romanian Institute for Adult Education, Romania
InterMedia	Interactive Media Knowledge Transfer Intermediakt, Greece
Apice	Agenzia di Promozione Integrata per i Cittadini in Europa, Italy
	Regionalne Centrum Wolontariatu, Poland
	Experimentaculo Associacao Cultural, Portugal

One Step Up - skills for Learning to Learn

One Step Up – skills Learning to Learn project

Co-funded by the
Erasmus+ Programme
of the European Union