The Bigger Picture

Courses on Global Learning for Educators: Session Plans

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Table of Contents

INTRODUCTION

This 'train the trainer' course, *Global Learning for Educators* was produced as one of the outputs of the Erasmus plus strategic partnership project entitled "The Bigger Picture", implemented from 2018 to 2020. This is published in 3 sections: Course Specifications; Session Plans; and Resources. This section should be used together with the Course Specifications, to see in detail the learning outcomes; and Resources section, in order to have all the materials necessary to monitor each session.

The course is based on the global competence framework for educators developed as another output of this project, stipulating the competences required by adult educators to deliver global professionally, competently and effectively.

This section presents the face to face session plans for each module, considering the entire course held in blended format. For each module we present the session plans necessary to cover all the content addressed in Course Specifications. The rule is to have one session plan per Unit, and each session lasts 3 hours, but it is possible to have some modules with less total time, since some sessions can address more than one Unit. In each Session Plan there are links, which direct you to pages / sites with more information and resources; just remember that internet is not static, so it is possible that some links stop working.

MODULE 1 ECONOMY AND GLOBALISATION

1st SESSION PLAN	
Topic	Global Trade and International Transactions
Learning Outcome(s) addressed in this session	1.2, 1.3, 1.4, 1.5
Contents	1.1.2 Explain the meaning of Global Economy in line with current academic literature and with pertinent examples to a non-specialist audience. 1.1.3 Analyse key developments in international politics illustrating how they contribute to the current level of economic globalisation 1.1.4 Explain the impact of the key international economic institutions referred to in the current media by describing their individual roles 1.1.5 Explain the current definition of 'exchange rates' in economics terms and how these are decided by central banks of a country or by the mechanism of market demand and supply providing pertinent examples accessible to a non-specialist audience

Step by Step (in detail, contents and activities to perform; and how much time. In activities, describe the sequence)				
Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
10'	Introduction	Trainer introduces the thematic, using presentation, and with some questions to the group. Trainer will explain the concept of flip learning to the learners and inform them that they will be expected to take part in preparation activities outside of the classroom.	Observation	Resource #1
30'	Activity to explain the meaning of Global Economy in line with current academic literature and with pertinent examples to a non-specialist audience. (5.1.2)	**PRE-CLASS ACTIVITY** Before the class, learners will watch a short video introducing them to the concept of a Global Economy. They will come to class with some examples of organisations that operate globally. **IN-CLASS ACTIVITY** Trainer will play the video and discuss the topics with the learners and answer any questions. The students will work in pairs. Using their prepared examples of organisations, they will complete a worksheet containing questions which will assess what has been learned, and check that what has been learnt is understood and applied to these organisations. Once completed, students will feedback to the group.	Q & A Completed worksheet	Resource #2

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
35'	Activity to analyse key developments in international politics illustrating how they contribute to the current level of economic globalization. (5.1.3)	**PRE-CLASS ACTIVITY** Learners will be asked to read a newspaper article from the Guardian **IN-CLASS ACTIVITY** A group discussion will take place based on the Guardian article allowing learners to place individual economic phenomena in the wider historical context of economic change and globalization. This discussion will include questions from the trainer to develop the discussion. During the discussion the trainer will ask the students to discuss answers to the questions in pairs before sharing with the class.	Discussion ability Strategic questioning Think/pair/share	Resource #3
	Activity to explain the impact of the key international economic institutions and to describe their	**PRE-CLASS ACTIVITY** Learners will watch a series of videos each between 1.5 and 2 minutes long. The videos will explain the following key international economic institutions: European Union (EU) International Monetary Fund (IMF)		Resource #4

	individual roles. (5.1.4)	World Trade Organisation (WTO) Organisation for Economic Operation and Development (OECD) United Nations (UN)		
Timing	**Purpose**	**Learning activity / task**	**Methods of checking/ assessment for learning**	**Resources**
50'		**IN-CLASS ACTIVITY** There will be an online quiz to test the learners' knowledge of the international economic institutions covered in the videos. The trainer will go through the answers in detail to reinforce understanding and answer questions from learners. The class will be divided into small groups of 3 or 4 and each group will be allocated one of the economic institutions covered in the videos. The trainer will also choose a topic for each group from the current affairs article in Resource #3. The group will work together to research and create a PowerPoint presentation on the impact their given institution could have on their given current affair topic.	Kahoot quiz Q&A Observation	

		The learners will then present their findings to the whole group ensuring each individual participates. After presenting, they must be prepared to take questions from the audience on their presentation topics and be in a position to give a further explanation on their topic if required.	Presentations Ability to answer questions	
Timing	**Purpose**	**Learning activity / task**	**Methods of checking/ assessment for learning**	**Resources**
35'	Activity to explain the current definition of exchange rates in economic terms and how these are decided by central banks of a country or by the mechanism of market demand and supply providing pertinent examples.	**PRE-CLASS ACTIVITY** Learners will watch two videos on the following topics before they attend class: • Introduction to exchange rate (#5) • Foreign currency markets (#6) **IN-CLASS ACTIVITY** There will be strategic questioning from the trainer to ensure that the learners have understood the content of the videos. Trainer will present How Exchange Rates Work which will be accompanied by an article for learners to follow. During this presentation, learners will be asked to take part in	Q&A Q&A Think/pair/share Group discussion	Resource #5 Resource #6

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
		activities such as group discussion, think/pair/share and research relevant examples to reinforce learning.		
20'	Summary of Contents	**PRE-CLASS ACTIVITY** Students will write a self-reflective log on their attitudes and values on the topic after the completion of the unit. **IN-CLASS ACTIVITY** Brief discussion on self-reflective logs. Students' knowledge will be tested via a Socrative online assessment based around the learning outcomes of the unit.	Self-reflective logs Socrative online assessment	
10'	Evaluation and Closing	Brief class discussion on what the learners have achieved from the unit. Evaluation sheets will be given to learners to complete.	Completed evaluation sheets	

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2nd SESSION PLAN

Topic	Migration and Movement of People
Learning Outcome(s) addressed in this session	2.2, 2.3, 2.4, 2.5, 2.6
Contents	1.2.2 Describe the different types of migration (e.g. emigration, immigration, internal, external) in details by referring to a wide range of examples across the world 1.2.3 Describe the full range of causes of migration in different countries by referring to relevant examples across the world 1.2.4 Explain how globalisation with its associated liberalisation policies has resulted in a significant increase in mobility of labour across borders by referring to relevant examples with the current global economy 1.2.5 Illustrate the impact of migration on the local economies and how this contributes to sustainable development in a presentation using suitable media and data sources 1.2.6 Explain how globalisation and migration have increased economic disparities between countries providing relevant examples using suitable media and data sources
Step by Step (in detail, contents and activities to perform; and how much time. In activities, describe the sequence)	

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Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
10'	Introduction	Trainer introduces the thematic, using presentation, and with some questions to the group. Trainer will explain the concept of flip learning to the learners and inform them that they will be expected to take part in preparation activities outside of the classroom.	Observation	Resource #1
35'	Activity to describe the different types of migration. (5.2.2) Activity to describe the full range of causes of migration in different countries. (5.2.3)	**PRE-CLASS ACTIVITY** Before the class, learners need to study Resource 2 – An Introduction to Migration and Resource 3 – Key Migration Terms. These resources will cover the different types of migration (5.2.2) and the full range of causes of migration (5.2.3). The learners will also research examples of the types of migration and the causes of migration from across the world and be prepared to present these in class. **IN-CLASS ACTIVITY** There will be an online quiz to test the learners' knowledge about the types and causes of migration. The learners will then present examples of migration in different countries and the reasons why this migration has	Online quiz Q&A Discussion	Resource #2 Resource #3

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
		occurred followed by questions from the audience and discussion.		Resource #4
40'	Activity to explain how globalisation with its associated liberalisation policies has resulted in a significant increase in mobility of labour across borders by referring to relevant examples with the current global economy. (5.2.4)	**PRE-CLASS ACTIVITY** Learners will read the paper named "The Labour Market Effects of Immigration". They will be asked to research relevant, current examples of countries where there has been a significant increase in the mobility of labour due to migration. They will also be asked to consider the effect this has had on their country of residence and/or origin. **IN-CLASS ACTIVITY** In pairs, learners will share their research with their partner and compare their findings by country and this will be displayed on a flipchart poster created by the pair. A carousel activity will ensue whereby the other students will walk around to read the posters and ask questions of the creators of the posters. This will be followed by a class discussion on the effect globalisation has had on the workforces in various countries and the effect this could have on the welfare systems of these countries.	Group presentation in class Observation of peer review / questioning Learners' opinions	Resource #5

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
40'	The impact of migration on the local economies and how this contributes to sustainable development. (5.2.5)	**PRE-CLASS ACTIVITY** Learners will watch the video entitled "The Economics of Immigration" and take notes to bring to class.	Learners' notes	Resource #6
		IN-CLASS ACTIVITY Trainer introduces the topic of sustainable development and presents to the class the United Nations Sustainable Development Agenda to meet these goals. Using the information from the video and the United Nations document, the learners will work in groups to research and discuss how migration will affect these goals. The groups will prepare a presentation and present their findings to the class followed by questions from the audience.	Strategic questioning Group presentation followed by Q&A	Resource #7
		A BBC news article "European Fruit Pickers Shun Britain" will be explained by the trainer to demonstrate the impact of migration on the local economy. The will be followed by strategic questioning of the class by the trainer	Strategic questioning	Resource #8
		In the same groups as earlier, the learners will be asked to read the outcome of PWC research "The Impact of Migrants on London" to share ideas on how this could	Class discussion	

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
		affect the local economy. This will be followed by a class discussion on the effect of migration on London.		Resource #9
30'	Activity to explain how globalisation and migration have increased economic disparities between countries. (5.2.6)	**IN-CLASS ACTIVITY** Learners will watch a short video on how the effects of globalisation and migration can lead to economic differences between poor and rich countries. They will be asked to write answers about the video while watching it to ensure concentration on the essential points. Students will research examples of these in groups and present their findings to the class. This will lead to a class discussion on how economic change can encourage more people to leave their communities and encourage them to look for work abroad.	Answers to questions on the video content Research findings Discussion Q&A	Resource #10
20'	Summary of Contents	**PRE-CLASS ACTIVITY** Students will write a self-reflective log outside of class on their attitudes and values on the topic after the completion of the unit.	Self-reflective logs	

		IN-CLASS ACTIVITY Brief discussion on self-reflective logs. Students' knowledge will be tested via a Socrative online assessment based around the learning outcomes of the unit.	Socrative online assessment	
5'	Evaluation and Closing	Brief class discussion on what the learners have achieved from the unit. Evaluation sheets will be given to learners to complete.	Completed evaluation sheets	

3rd SESSION PLAN

Topic	Global Trade and International Transactions
Learning Outcome(s) addressed in this session	3.2, 3.3, 3.4, 3.5
Contents	1.3.2 Explain the concept of global economic inequality and global poverty in relation to the current global context in a group or peer discussion 1.3.3 Complete an analysis of the main causes of economic inequality between nations within the current global context suitable for a debate amongst a group of peers or students 1.3.4 Illustrate the economic and political relationships between the poor and the developed countries within the current global context through a clear and coherent presentation using suitable media and data sources 1.3.5 Identify the countries with the highest economic inequality underlining their individual features to a non-specialist audience or group of students

Step by Step (in detail, contents and activities to perform; and how much time. In activities, describe the sequence)

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
10'	Introduction	Trainer introduces the thematic, using presentation, and with some questions to the group. Trainer will explain the concept of flip learning to the learners and inform them that they will be expected to take part in preparation activities outside of the classroom.	Observation	Resource #1
25'	Activity to explain the concept of global economic inequality and global poverty in relation to the current global context. (5.3.2)	**PRE-CLASS ACTIVITY** Learners will be studying an article from www.inequality.org which will introduce and explain global economic equality. **IN-CLASS ACTIVITY** A recap of the article by the trainer will be followed the learners working in pairs. Each pair will be given two countries, one developed and one developing, and asked to research and compare their economies. A group discussion will ensue, during which the learners will share their research and discuss the wealth/poverty and inequality of these nations.	Q & A Observation of research Discussion participation	Resource #2

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
40'	Activity to complete an analysis of the main causes of economic inequality between nations within the current global context. (5.3.3)	**PRE-CLASS ACTIVITY** Learners will be watch a video on income and wealth inequality and the causes. They will take notes on this to take to class. **IN-CLASS ACTIVITY** Students will be divided into small groups and will take part in a "Pub Quiz" to test their knowledge of global inequality covered in the first session and the video. In the same pairs as the previous session and using the same two countries, they will conduct an analysis on why there is such inequality between these two nations. They will present their findings in a presentation format with notes pages containing details to the class and be prepared to answer questions. Learners will be asked to use a variety of format with their presentation e.g. tables, graphics, charts, graphs, spreadsheets.	Pub Quiz Presentation Q & A	Resource #3

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	
30'	Activity to illustrate the economic and political relationships between the poor and the developed countries with the current global context. (5.3.4)	**IN-CLASS ACTIVITY** Trainer will give presentation on the how economics and politics are related in developed and developing countries and the cause and effect of political situations in these countries. Trainer will then take questions from the group followed by strategic questioning from the trainer to assess the group's comprehension of the topic.	Q & A	Resource #4
45'	Activity to identify the countries with the highest economic inequality underlining their individual features. (5.3.5)	**IN-CLASS ACTIVITY** In small groups, the learners will research the counties with the highest economic inequality underlining their individual features. They will create a factsheet to distribute to other member of the class with the relevant details and must include text, graph/chart, images and tables.

The class with peer review each other's factsheets. | Observation of groupwork

Completed factsheets

Peer review | |

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	
20'	Summary of Contents	**PRE-CLASS ACTIVITY** Students will write a self-reflective log on their attitudes and values on the topic after the completion of the unit. **IN-CLASS ACTIVITY** Brief discussion on self-reflective logs. Students' knowledge will be tested via a Socrative online assessment based around the learning outcomes of the unit.	Self-reflective logs Socrative online assessment	
10'	Evaluation and Closing	Brief class discussion on what the learners have achieved from the unit. Evaluation sheets will be given to learners to complete.	Completed evaluation sheets	

MODULE 2 – GLOBAL COMMUNICATION

1st Session Plan	
Topic 1	**Strategies of communication in digital interaction**
Learning Outcome(s) addressed in this session	By the end of the session, educators/learners will be able to: 2.1.1 Manage and control the main social networks. 2.1.2 Explain how to be involved in responsible and lawful online communications. 2.1.3 Discuss the challenges of participating / working online. 2.1.4. Recognise stereotypes.
Duration	3 guided learning hours
Contents	ITC literacy, the main social networks: Facebook, Twitter, Instagram, LinkedIn and Google Environment -others such as Yahoo, Microsoft…; privacy policies and security; stereotypes.
Step by Step (in detail, contents and activities to perform, and how much time. In activities, describe the sequence)	

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
45 min.	Preparatory task Self-assessment	1. Participants will discuss their experience and social interaction with internet so that they use it with their students afterwards. 2. The room is also a participant, so chairs will be distributed in the room making a circle. 3. They stand up and sit when they have answered. 4. The objective is a self-assessment on how internet has changed our worlds. 5. Ask the starting question and then follow the worksheet provided: "how internet has changed my world"	Hands on, Participation Observation	Worksheet #1
30 min.	Preparatory task ITC literacy: Awareness on online genres; Infotainment, fake news or facts/reliable stories.	1. *Fact or fiction*: Educators write down four facts about themselves, one of which is not *true*. 2. The rest must take note of the fact they think is not true about the others. 3. When finished, each participant tires to identify which "fact" is not true to the person next to them, and why they reached that conclusion. 4. Check how many people discovered the truth. 5. Then, the educator will tell them what "fake news", reliable sources and info-entertainment are. Internet as a channel of communication and information. 6. Play to create fake news with *Fake news creator*.	Hands on, Participation Observation	Links: Fake news creator: https://www.fodey.com/generators/newspaper/snippet.asp "fake news" https://www.summer.harvard.edu/inside-summer/4-tips-spotting-fake-news-story Infotainment: https://books.google.es/books?id=jM3KDwAAQBAJ&pg=PA73&lpg=PA73&dq=Infotainment+oxford&source=bl&o

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
30 min.	Get to know the main social networks. Cookies, privacy, and surveillance	1. Get to know the main social networks starting with Google environment, Facebook, Telegram, Twitter, Instagram, and LinkedIn. Social texting: WhatsApp, Facetime and Telegram, other. 2. The educator will check with the students these companies' websites. a. Facebook: meeting friends/family and keep connected with them. Promotion. b. Twitter: getting to know people/institutions you do not know. Promotion. c. Instagram: same but using pictures. d. LinkedIn: same but for professional purposes. e. Google & Microsoft environment: online tools, email, presentations, vaults (drive, cloud)... 3. The facilitator/educator will open the terms and conditions in each platform to show the length and complicated terms and conditions.	Hands on, Participation Observation	Links: https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1741-3729.2004.00008.x https://www.investopedia.com/terms/s/social-networking.asp https://en.wikipedia.org/wiki/Social_network Educator can access webs like https://gdpr.eu/privacy-notice/ for European legislation (GDPR) or, for the United States, https://www.freepriva

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Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
		4. Facilitator/educator will open discussion on cookies, privacy and surveillance. Harmful or/and unlawful activities on-line will be considered with examples. 5. Also, cybercrime and cyber-harm, like Hate speech; cyber stalking or gender pressure will be advised not to do it (even in real life!)		cypolicy.com/blog/sample-privacy-policy-template/ and highlight the "strange" language and elements involved.

30 min.	be involved in responsible and lawful online communication	1. The concept of *online profile* (personal/ professional/ anonymous) will be discussed and discuss purposes and possibilities. Do's and don'ts will be considered.
		2. A debate will be created on the base of a SWOT analysis: Strengths, Weaknesses, Opportunities and Threats of Social Networks. Students will post stickers on two wallpapers on each item.
		   a. Participants will stick a note with three ideas for each panel: strengths and weaknesses for each users, companies and governments.
		   b. Participants will stick a note with two ideas for each panel: opportunities and threats.
		3. If we have time, we can do the same activity thinking on the profiles they would choose to create (or they created already time ago)
		4. Debate on the results.
		5. The educator/facilitator will let know the *do's and don'ts* as well as online informal rules (*do not feed the troll*, *use capital*
			Students will post stickers on a SWOT diagramed wallpaper.
			
			Hands on, Participation Observation
				Links
				
				https://www.internetsociety.org/resources/doc/2016/online-identity-who-me/
				
				https://blogthinkbig.com/the-power-of-secrets-anonymous-social-networks-start-to-spread
				
				https://gizmodo.com/how-to-make-your-social-media-accounts-as-private-as-po-1793949395
				
				https://www.cactusvpn.com/beginners-

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
		letters for shouting only, *do not believe everything you see*, *free* does not mean *mine, other*...) Note: Alternatively, to posters and sticky notes, the facilitator may use *Mentimeter*, an online web for the participants to interact in real time with the questions, having a final graph with the responses. In such case, the educator must have it prepared in advance.		guide-to-online-privacy/online-identity/ https://www.mentimeter.com/plans
30 min.	Stereotypes	1. The facilitator instructs about positive and negative stereotypes and prejudices and asks: a. Do you know of any stereotypes about [**nationality**: British, Spanish, Italian, French] people? b. What are some stereotypes you know of about [**gender**: women, men] and sexuality [LGTBI+]? c. What stereotypes exist about people who are [**socioeconomic**: rural, urban, poor, rich...]? d. Or **professions**: teacher, banker, cook... e. What stereotypes exist about people who are [**physical**: blonde, tall, fat]? f. What stereotypes exist about [**culture**: young, elders, Muslim, Jewish, Catholic...]? 2. They will play to make up and/or find online stereotypes.	Hands on, Participation Observation	https://www.apa.org/monitor/may03/fighting https://www.who.int/ageing/about/fighting stereotypes/en/
15 min.	Evaluation and closing	Learners to complete a short evaluation questionnaire and participate in a 5-minute plenary.	Filled in template	Evaluation template (at the end)

2nd SESSION PLAN	
Topic	**Developing communicative procedures**
Learning Outcomes addressed in this session	By the end of the session educators will be able to: 2.2.1 fight stereotypes of ageism acquiring an active role on social media. 2.2.2 empower oneself by sharing knowledge, experiences about their personal life, recognizing their safety circle. 2.2.3 understand and appraise oneself through a communicative process. 2.2.4 value the experience of elders and communicate it with social networks. 2.2.5 develop a sense of belonging and social recognition
Duration	3 guided learning hours
Contents	Self-analysis and techniques to develop communicative procedures.
Step by Step (in detail, contents and activities to perform, and how much time. In activities, describe the sequence)	

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
30 min.	Preparatory task: long-term memory task	The room is also a participant, so chairs will be distributed in the room making a circle. They can remain sit. 1. *At the school:* The facilitator will then make clear the name of the activity and then will explain the changes education suffered in latest decades. S/he tells everyone about the name of the teacher (or educator) that he/she remembers better and why. If not at school, who taught them (i.e., mother, brother). 2. The last question will connect this task with the following, called "at home": a. When they got home after school, who was there? b. Who helped to solve the homework problems? c. How do they remember school when at home?	Hands on, Participation Observation	Worksheet #2 Links: https://www.britannica.com/topic/education/Education-in-the-20th-century https://journals.openedition.org/histoire-education/2149 https://www.redalyc.org/pdf/3216/321629404012.pdf
30 min.	Preparatory task: long-term memory task	1. The classroom is a participant: chairs and desks distributed easing groups of two participants. 2. The facilitator will then make clear the name of the activity and state who leads in each: student A or B. 3. At home: Participants will provide in class a description of their home or homes and neighbourhood. After that, participants will talk about the relationship they had with the nuclear group and/or parents, relatives, and siblings. 4. The facilitator/educator moves around the room visiting each group and checking the development.	Hands on, Participation Observation	Worksheet #3

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
30 min.	Networking	1. Students will look for friends, either old or current, nuclear group or family, on social networks and the internet in general. 2. *In the neighbourhood*: The neighbourhood has advantages and disadvantages. It also provides places elders visit regularly: From places to be entertained to places where they act as citizens. Follow the list of items to check.	facilitator/educator will make sure every participant has his/her say.	Worksheet #4
30 min.		1. Classical social networks*:* Elders will reflect on how they keep connected with their friends and neighbours. The facilitator/educator takes the attention to explain that, instead of places, now they have to talk about people. Elders will reflect on how they keep connected with their friends and neighbours: •	Hands on, Participation Observation	Worksheet #5
30 min.		1. Both will summarize the whole experience, describing and comparing their mate with themselves. 2. They will then make a reflection on the ways he or she has observed and the differences and similarities with themselves.	Written assignment	
15 min.	Evaluation and closing	Learners to complete a short evaluation questionnaire and participate in a 5-minute plenary.	Filled in template	Evaluation template (at the end)

3rd SESSION PLAN

Topic	Webquest as a technique for online enquiry
Learning Outcome addressed in this session	By the end of the session learners will be able to: 2.3.1 Use the internet to overdraw reliable information. 2.3.2 To know webquests as a technique. 2.3.3 Design a webquest.
Duration	3 hours
Contents	Webquests as a technique embedded in ITC methodologies.

Step by Step (in detail, contents and activities to perform, and how much time. In activities, describe the sequence)

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
30 min.	• Working together • Thinking for themselves	1. Webquest: what is and what is not. The facilitator/educator will let know the students what this task is about. 2. The facilitator will present the activity and guide it.	Hands on, Participation Observation	Readings: Dodge, Bernie. "Some Thoughts About WebQuests." 1995. March, Tom. "Why WebQuests?" 1998.

	• Integrating technology
	• Develop problem-solving skills.
		3. The facilitator will also foster the participants to make groups and then, to read the worksheet and foster a discussion on what it is, and it is not.
		4. each group will draw conclusions to which some ideas are offered bellow if not said by the participants.
		5. The educator may consider these limitations:
		    a. Using an inappropriate topic. it is important to focus on big, important issues that are relevant or reflect some aspect of the student's interests.
		    b. Assigning a task that is not unique. The point of a WebQuest is to engage your students in a task that seems new, exciting, and interesting.
		    c. Assigning a task that is not authentic. WebQuests are supposed to be about the real world and reflect things that people out in the real-world care about and need to know. That means that you need to stay away from tasks that seem to "live" only in schools such as asking them to write an essay. Instead, the tasks should reflect things that adults in the real world engage in or need to know.
		    d. o Choosing resources that are single-faceted. Part of what a WebQuest is supposed to do is present different points-of-view and have students form their own opinions after reading about "facts" that often oppose each other. Unfortunately, that is not easy to do if you use resources that all seem to be saying the same things.
				McGee, Patricia and Claxton, Deborah. WebQuest Template. Schrock, Kathy. WebQuest in Our Future: The Teacher's Role in Cyberspace.
				Starr, Linda. "Meet Bernie Dodge." Educationworld.com, 2012.
				
				Source: http://www.opencolleges.edu.au/informed/teacher-resources/webquests/

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
30 min.	• Working together • Thinking for themselves • Integrating technology • Develop problem-solving skills	1. The educator/facilitator will foster the participants to make groups and questions what they think a webquest is: a. Copy some facts from internet? b. Compile different data from internet? c. Confront divergent perspectives based on internet? d. Look for facts on the internet that support your point of view? e. None of this… 2. The educator/facilitator will explain what webquests are and how to develop them. Webquests are: a. A way of getting learners to assimilate new information and perspectives that are Real, Rich, and Relevant. b. The idea is for learners to argue an opinion, not mumble back someone else's thinking or just compile data. 3. Webquest can be used in situations or contexts, such as: a. In the beginning of the work sessions b. Flipped classroom c. Case study d. Differentiate learning e. Brainstorming f. Microlearning g. Instruction bundle h. Treasure hunt	Hands on, Participation Observation	Link: http://www.opencolleges.edu.au/informed/teacher-resources/webquests/ Strengths & Weaknesses of Webquests https://winksite.com/xhtml/ms_fo_pg_v.cfm?fid=30385&id=22492&susid=37158 Advantages to using webquests in the classroom https://missmwebquest.weebly.com/advantages-to-webquests.html Advantages & Disadvantages of Web Quest: https://sites.google.com/site/uoregonmidtermproject/advantages-disadvantages-of-web-quest-1 Webquest development in the blended classroom: What do students gain? https://www.researchgate.net/publication/268819576_Webquest_development_in_the_blended

		Source: https://www.bookwidgets.com/blog/2018/08/9-surprising-ways-to-use-webquests-in-your-classroom
		
		4. A webquest should present six critical parts:
		    i. An Introduction that presents the problem, often in the form of a short narrative or scenario and explains what the task is about.
		    j. Task: a description of what the learner will have done at the end of the exercise.
		    k. Process: the steps learners take to complete the task with guiding notes.
		    l. Resources: material used to complete the task; pre-selected webpages, books, interviews, and video.
		    m. Evaluation
		    n. Conclusion.
				_classroom_What_do_students_gain
				Using webquest model to improve the students' reading comprehension https://www.academia.edu/32654821/USING_WEBQUEST_MODEL_TO_IMPROVE_THE_STUDENTS_READING_COMPREHENSION
				WebQuest in the Classroom– Analysis of its Impact: https://www.researchgate.net/publication/228968296_WebQuest_in_the_Classroom-Analysis_of_its_Impact

Timing	**Purpose**	**Learning activity / task**	**Methods of checking/ assessment for learning**	**Resources**
15 min.	Mind mapping	1. Each group will draw a mind map of this structure. 2. Mindmaps are a learning tool based on graphic representation, hierarchically distributed with geometric figures that connect to each other through lines and link words.	Conducted discussions. Working papers and results of each group.	The benefits of mind mapping in education https://www.mindjet.com/blog/2019/10/201910201910role-mind-mapping-education/ 7 Ways to Use Mind Map in Education https://www.edrawsoft.com/mindmaster/7-ways-use-mindmap-education.html

3. Starting with "webquest" at the top, go down with the structure:

Online mind maps for advanced learners
https://www.mindmaps.app/

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
30 min.	Build a webquest	1. The facilitator will help educators to follow these steps: 2. Choose a topic: The students must decide on a topic related to current events, a need not well developed in the internet, a historical event. If it is still difficult ask them to choose a specialty, something that thrills them, that they know inside and out, up and down. 3. The Task: the rules of the game, the most important part. Check the taxonomy of tasks in resources to help them with	Working papers and results of each group.	Task types: WebQuest *Taskonomy*: A Taxonomy of Tasks The WebQuest Design Process https://tommarch.com/webquests/help/design1.html

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Grant Agreement No 2018-1-UK01-KA204-048160

		eleven different types of tasks: journalistic, mystery, persuasion, or judgment …		A Rubric for Evaluating WebQuests http://webquest.org/sdsu/webquestrubric.html
		4. The Process. Here the roles students will assume are included and the steps they will follow to complete the activity. Check the resources tab.		
		5. The Resources. Identify the online resources available on your topic by brainstorming a list of related words and using the list to search for relevant sites. As you search, bookmark, create a hotlist of current, accurate, and age-appropriate sites that will engage your students' interest.		
		6. The Evaluation. Individual evaluation rubrics should be developed that follow curriculum objectives and are easy for students to understand. Check the resources tab.		

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
30 mins	Produce a webquest and publish it on the internet! (part 1)	1. Subscribe to Google accounts and enter https://sites.google.com/new 2. Create account in Google and enter google sites (upper right corner) or search on google for it. 3. Fill in the requested data, choose a style for your page and create your website. Please, go to the resources tab to know more. 4. Decide on the design of the page based on the webquest previously designed. 5. Organizing the webquest structure: Let's create the webquest. For this we must add pages until we complete the structure. Click on "create page" 6. Choose a subject, title, duration and level. 7. Perform a first search for information on the Internet. Save.	Working papers and results of each group.	Online webquests examples: http://ozline.com/webquests/croolzone/intro.htm http://web.archive.org/web/20050623190451/
30 mins	Produce a webquest and publish it on the internet! (part 2)	1. When the page we have created is loaded, the editor opens. 2. The navigation menu will appear in the sidebar with the pages that we have created. 3. The system, by default, sorts the pages alphabetically. To order them with another criterion click on "edit sidebar" 4. Enter the administration panel and click on "edit" in the "Navigation" section 5. When in the "configure navigation", deactivate "automatically organize navigation" which will be checked by default. In doing so, the list of pages and some arrows appear to the right. We	Web results of each group.	Tutorial: https://www.youtube.com/watch?v=8o9BHt5tdGQ Have a look at these examples: In Spanish: https://sites.google.com/site/tallerdewebquest/vuestras-webquest

		mark the page and raise or lower it with the arrows Finally, as always, click on "accept" 6. Some of the pages created may need secondary pages, for example "activities". For this we follow the same procedure as "creating a page" but in this case, we click on "classify the page in Main page" and "select a different location" 7. Select the page we want to be superior in hierarchy, click on "Select" and on the next screen "create page" 8. When we return to the main page, we see that it does not appear in the sidebar. To be displayed we must go back to "edit sidebar" and inside "navigation" and edit. " In this screen we select "add page" 9. On the next screen we select the new page that we have created and "accept" 10. With the up and down arrows, we place it under the page on which it depends. The bleeding will serve to demonstrate the hierarchy. To end "accept." 11. On the next screen "save changes" and "return to site" to check. Repeat the process as many times as necessary.		In English: https://sites.google.com/site/studentwebquesttemplate/
15 min.	Evaluation and closing	Learners to complete a short evaluation questionnaire and participate in a 5-minute plenary.	Filled in template	Evaluation template

MODULE 3 – EDUCATION

	1st Session Plan
	The Sustainable Development Goal to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4)
Learning Outcome addressed in this session	3.1.1. Recall the sustainable development to ensure inclusive and equitable education for all globally, identifying some of its targets and performance indicators. 3.1.2. Explain the meaning of inclusive, equitable quality education and lifelong learning opportunities for all, outlining the background and context to the goal 3.1.3. Discuss the factors that contribute to inequality of access to quality education for all based on published data from reliable sources, highlighting the groups in society with limited or no access to education 3.1.4. Report on the state of global education, using published data from reliable sources to show the level of access to primary, secondary and tertiary education in different countries/regions 3.1.5. Report on progress towards achievement SDG4 targets globally, using reliable monitoring data referencing sources to compare progress towards the target SDG4 in different countries/regions. 3.1.6. Make connections between quality education and other SDGs, especially those relating to health, poverty, hunger, affordable and clean energy, and access to clean water 3.1.7. Recognise the role of equitable quality education and lifelong learning opportunities in improving socio-economic and wellbeing of individuals and communities, promoting the benefits to the wider community. 3.1.8. Recognise that educational opportunities provided to citizens should be non-discriminatory and inclusive and able to be accessed by all, especially the disadvantaged, vulnerable and those with fewer opportunities regardless of gender, age, ethnicity, religion, sexual orientation or disability.
Duration	4 guided learning hours (Recommended delivery in 2X2 hour sessions)

Contents	Meaning, background and context to SDG7, the global educational challenges, progress towards the goal, the social and economic impact of quality education (or lack of it) on individuals, communities and the country as a whole.			
Timing	**Purpose**	**Learning activity / task**	**Methods of checking/ assessment for learning**	**Resources**
	Pre course reading (flipped learning activity)	1. Learners to view a video providing an overview of the role and importance of education to development		https://youtu.be/l61HgJn2ei0
10	Introduction of the module: topics and learning outcomes	2. The educator introduces the topic by asking learners if they have heard of SDG4, can describe the goal or recall any of its targets. 3. The session is then introduced via powerpoint presentation to include: on overview of the module, topics to be covered in the session and the learning outcomes for the session. Learners will be asked if they have any of their own expectations about the session..		Powerpoint presentation of Education module
40 min	The meaning of the sustainable development goal to ensure inclusive and equitable quality education and promote	4. Learners will start by doing a short true or false quiz on facts relating to global education. Correct answers are provided at the end of the quiz so learners can check their answer. Volunteers will be sought to comment on their performance. Responses are noted and the proper description is provided via ppt.		Quiz Video link: https://youtu.be/3LOxlvJjfio

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
lifelong learning opportunities for all.		5. Learners are then asked to explain what they understand by the goal in terms "inclusive, quality education and lifelong learning opportunities for al". Contributions are noted and then summarised by the educator 6. The educator then summaries the correct interpretation' and the correct description presented via ppt. During the discussions energy related vocabulary/concepts will be introduced such as such universal education, selective education etc). Following this, the main SDG4 targets will be presented and discussed. 7. Learners are will watch a short video on SDG4 and at the end, asked if anything resonated or struck them or any messages or issues that will cause them to reflect on the global energy challenges.	Learners asked to recall the goal, its interpretation and some key targets Recall key points messages from the video	Link to SDG4 targets https://sdg4educati on2030.org/the- goal
60 mins	Progress towards SDG4 Monitoring progress towards SDG4	8. In small groups, learners will be asked to research and compare progress towards SDG4 globally and in their own country or other regions/countries and globally, drawing any conclusions. The small groups will be invited to share their findings and speculations with the whole group.		Link to monitoring report https://gem-report- 2017.unesco.org/en /chapter/monitorin

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
		9. The key discussion points and conclusions will be summarised by the educator on flipchart or iwb.		g-progress-in-sdg-4/
40	Education and its socio-economic impact	10. Learners will be provided with a map of global literacy and observe the pattern of distribution. They will then be asked about the factors they think contribute the particular pattern of distribution. During the discussions definitions of adult literacy will be introduced. Learners will be shown a map of global access to different levels of education. 11. This activity will involve learners making the connections between education and other issues such as health, poverty, hunger, affordable and clean energy, and access to clean water. Contributions will be summarised on a flip chart/iwb.	Key factors are summarised on flipchart/iwb	https://www.infodocket.com/wp-content/uploads/2017/09/2017-09-09_19-48-43.jpeg http://uis.unesco.org/sites/default/files/documents/fs48-one-five-children-adolescents-youth-out-school-2018-en.pdf
5 mins	Summary	12. As a whole group exercise, learners will be asked to recall the main points covered during the session and noted on flipchart paper or iwb.	Recalling and summarising main issues covered	
25 mins	Assessment	13. In pairs learners will be asked to show the connections between education and poverty, hunger, malnutrition, access to clean water and sanitation and well-being,	Coverage and accuracy of mindmaps.	*Mindmapping brief.*

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
		using a mindmap. Mindmaps will be presented by each pair and discussed for coverage and accuracy.		
	Summary of contents			
25 mins	Evaluation and closing			

2nd Session Plan	
Topic	**Policies and strategies to provide inclusive quality education and lifelong learning opportunities for all**
Learning Outcome(s) addressed in this session	3.2.1. Identify the main organisations/bodies promoting inclusive quality education and lifelong learning for all, describing their functions/roles and grouping them in terms of the scope of their operation (local, national and global).
	3.2.2. Outline the main policies, strategies and actions to provide inclusive quality education for all at global and national levels that relate to adult education and adult literacy in particular
	3.2.3. Explain why some regions and countries are failing in their attempt to provide quality education and lifelong learning opportunities for all using published information, suggesting actions and measures to improve the situation
	3.2.4. Critically evaluate different approaches and strategies to promote quality education and lifelong learning for all globally and nationally to show the extent of their effectiveness
	3.2.5. Show a willingness to support inclusive quality education for all globally by participating in campaigns and actions to promote inclusive quality education, nationally and globally.
	3.2.6. Acknowledge education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realisation of other rights.
Duration	4 guided learning hours (Suggested delivery in 2x2 hour sessions)
Contents	Measures to ensure quality education, progress towards SDG4, socio-economic and political impact of adult education and challenges achieving quality inclusive education for all.

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
10	Introduction to the session	1. Learners asked to recall key points covered in last session (SDG4 and its, targets, progress towards them and links to poverty, health, malnutrition, access to clean water and sanitation). After, the topics and learning outcomes to be covered in the session are presented.	Points recalled noted on flipchart/iwb	Powerpoint presentation on Education Module
55 min	Actions and measures to improve quality inclusive education and lifelong for all learning opportunities for all.	2. Learners are asked to reflect on the previous session and their discussions as to whether the targets will be achieved and say how effective they think the policies have been, giving reasons. Contributions are harvested and noted on flipchart/iwb. 3. Learners are asked whether they know of any actions/measures or plans to achieve the education target and who is responsible for implementing them. Responses are noted and discussed. vocabulary/concepts will be introduced such as such universal education, selective education etc). Following this, the main SDG4 targets will be presented and discussed. 4. In small groups, learners are asked to summarise the key actions and measures being implemented, using reliable	Learners asked to recall the goal, its interpretation and some key targets	https://reliefweb.int/sites/reliefweb.int/files/resources/UNESCO-2019-HLPF_Beyond-en-v7.pdf http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/FFA-ENG-27Oct15.pdf

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
		information and assess their overall effectiveness. Links to policy documents will be provided.		https://reliefweb.int/sites/reliefweb.int/files/resources/UNESCO-2019-HLPF_Beyond-en-v7.pdf
50 mins	Progress towards SDG4 Monitoring progress towards SDG4	5. In small groups, learners will be asked to research and compare progress towards SDG4 globally and in their own country or other regions/countries and globally, drawing any conclusions. The small groups will be invited to share their findings and speculations with the whole group. 6. The key discussion points and conclusions will be summarised by the educator on flipchart or iwb.		Link to monitoring report https://gem-report-2017.unesco.org/en/chapter/monitoring-progress-in-sdg-4/
40	Education and its socio-economic impact	7. Learners will be provided with a map of global literacy and observe the pattern of distribution. They will then be asked about the factors they think contribute the particular pattern of distribution. During the discussions definitions of adult literacy will be introduced. Learners will be shown a map of global access to different levels of education.	Key factors are summarised on flipchart/iwb	https://www.infodocket.com/wp-content/uploads/2017/09/2017-09-09_19-48-43.jpeg http://uis.unesco.org/sites/default/files/documents/fs48-

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
		8. This activity will involve learners making the connections between education and other issues such as health, poverty, hunger, affordable and clean energy, and access to clean water. Contributions will be summarised on a flip chart/iwb.		one-five-children-adolescents-youth-out-school-2018-en.pdf
50	Challenges in achieving quality and inclusive education for all	9. In small groups learners will be asked to reflect on the topics covered thus far and draw on their knowledge to discuss the challenges that countries face in achieving quality education for all, and what measures/actions should/could be done to overcome the challenges and obstacles.		https://www.devex.com/news/4-biggest-challenges-to-achieving-the-sdgs-87979
5 mins	Summary	10. As a whole group exercise, learners will be asked to recall the main points covered during the session and noted on flipchart paper or iwb.	Recalling and summarising main issues covered	
30 mins	Assessment	11. In pairs learners will be asked to show the connections between education and poverty, hunger, malnutrition, access to clean water and sanitation and well-being, using a mindmap. Mindmaps will be presented by each pair and discussed for coverage and accuracy.	Scope and accuracy of mindmaps.	

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Grant Agreement No 2018-1-UK01-KA204-048160

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
	Summary of contents	12. Learners to recall main learning points and issues raised in the session.		
	Evaluation and closing	13. Learners will be asked to reflect on the session using a template provided by the educator		*Template for Reflection*

3rd Session Plan

TOPIC	Adult Education
Learning Outcome(s) addressed in this session	3.3.1. Outline the history of adult education in own country, using reliable published information to highlight the main milestones landmarks in its development 3.3.2. Distinguish between the different forms of education (non-formal formal, informal education, adult education and lifelong learning giving examples, using reliable information to highlight the differences and what they have in common 3.3.3. Outline the wider benefits of lifelong learning, with reference to own community or country, focusing on the social, economic, political and health benefits 3.3.5 4. Critically assess the lifelong learning provision with reference to your local area or country, focusing on policy, funding, access, providers, profile of learners, types of subjects/curriculum areas studied and the balance between accredited and non-accredited provision 3.3.5 Argue the case for non-formal education in the context of your local community or country by preparing a presentation to the local authority also highlighting the benefits not only to the learner, but also the wider community 3.3.6 Recognise lifelong learning as a basic human right to which everyone is entitled as well as its wider benefits by encouraging citizens to engage with lifelong learning.
Duration	2.5 guided learning hours
Contents	Perceptions of lifelong learning and the adult education landscape

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
		1. Flipped learning activity- learners will be given the link to articles about the development and role of adult education (in own country)		**Link:** https://www.employment-studies.co.uk/system/files/resources/files/369.pdf https://infed.org/mobi/adult-schools-and-the-making-of-adult-education/
5	Recap of previous sessions	2. Educator ask learners to recall key learning points and issues covered in previous sessions on education	Issues recalled noted on flipchart or iwb.	
5	Introduction to the session	3. The session is introduced via Powerpoint presentation showing the topics and learning outcomes for the session		

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
25	Perceptions of lifelong learning	4. Learners will play a game to explore their perceptions of lifelong learning and adult education The educator posts *a sign in one corner of the room (or a line if outdoors) with "Strongly agree" and one in the other corner/end that says "Strongly disagree."* When everyone is has positioned themselves the educator asks individuals why they chose their positions.	Points recalled noted on flipchart/iwb	**Statement** *People who do not take advantage of the available lifelong learning opportunities have no one else but themselves to blame.*
40 min	The adult education landscape (in own country)	1. Learners are asked to reflect on the previous session and the recommended reading and in small groups define different forms of education (non-formal, formal, informal, adult education and lifelong learning). Definitions will be shared, discussed and noted on flipchart or iwb. After, a set of generally accepted definitions will be presented as a handout or links provided to online definitions.		https://drsaraheaton.wordpress.com/2010/12/31/formal-non-formal-and-informal-learning-what-are-the-differences/ https://infed.org/mobi/informal-non-formal-and-formal-education-a-brief-overview-of-some-

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
45		Learners will be asked to reflect on the earlier sessions on education and the flipped learning activity to outline the lifelong/adult learning landscape with particular attention to the role of adult education in society, policy national/local/regional, funding, the range of available opportunities, opportunities, the quality of the education provided, the profile of learners and educators and speculate on the future of adult education.		*Group Discussion Observation Form*
5 mins	Summary of contents	Summary of main issues covered during the session – learners asked to recall main issues/points covered	Points recalled are noted on flipchart/iwb and supplemented by educator, if required	

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
30 mins	Assessment	In pairs learners will be asked to use the information from the activity on the adult education landscape to present the lifelong learning landscape as a mind map to at least 3 levels. On completion mindmaps are shared and discussed.	Scope and accuracy of mindmaps.	Brief for mindmapping exercise
	Evaluation and Closing	Learners to complete a reflective evaluation form and participate in a short plenary.		

MODULE 4 – POVERTY, HUNGER AND MALNUTRITION

1st Session Plan	
Topic	**Worldwide distribution of poverty, hunger and malnutrition and their causes**
Learning Outcome(s) addressed in this session	By the end of the session, learners will be able to: 4.1.2 Explain different concepts relating to poverty referencing sources by referring to own country and world official data 4.1.4 Develop pedagogic tools to illustrate the inequality of the world distribution of population and wealth 4.1.5 Raise awareness of hunger in own country and abroad using reliable data sources 4.1.6 Facilitate debates on inequality worldwide wealth distribution among learners focusing on causes and consequences 4.1.7 Write an article critiquing wealth inequality for publication in social media 4.1.8 Be open-minded and sensitive to global inequalities of wealth distribution
Duration	4 guided learning hours

Contents	The inequality of the world distribution of population and wealth			
Timing	**Purpose**	**Learning activity / task**	**Methods of checking/ assessment for learning**	**Resources**
10 min	Introduction to the role play (the game of the chairs)	1. The educator introduce the session and explain the 1st step of the role play		Explanation of the role-play : http://www.iteco.be /revue-antipodes/se-jouer-des-inegalites-cinq-exercices-dont-le-jeu-des-chaises-actualise/article/jeu-des-chaises-actualise http://www.teaching economics.org/conte nt/index.php?topic=t enchairs

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
20 min	Assess the knowledge of the learners (distribution of world population)	2. Learners must distribute themselves under 5 panels representing the continents (Africa, Asia & Oceania, Europe, Northern America, Latin America & Caribbean), proportionally to the world population	Observation	
15 min	Inform on world population distribution	3. The educator checks the learners 'distribution using the role play tables. If needed, He/she asks learners to move in order to have the correct distribution		Role-play tables from 10 to 50 players: http://www.iteco.be /IMG/pdf/jeu_des_ch aises_-_iteco_-_population_2015.pd f
5 min		4. The educator introduces the 2nd step of the role play: distribution of chairs under each continent in a proportional way using the Gross Domestic Product (GDB) indicator		

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
15 min	Assess the knowledge of the learners (distribution of wealth distribution)	5. Learners move the chairs regarding the instruction		
10 min	Compare the population distribution and the wealth one.	6. The educator checks the learners 'distribution using the role play tables. If needed, He/she asks learners to move chairs	Observation	Role-play tables from 10 to 50 players: http://www.iteco.be/IMG/pdf/jeu_des_chaises_-_iteco_-_population_2015.pdf
10 min	Pictures for publication in Social Media	7. The educator takes pictures (or videos) of the repartition of the learners and the chairs in order to use them in Social Media Publication		
25 min	Debriefing of the activity and getting deeper	8. The educator asks the learners different questions in order to assess the impact of the activity. He/she also gives some more information, in order to go deeper and explain the limits of this	Learners asked to explain their feeling and what they learnt	Resources on line deeper in the topic : http://www.iteco.be/revue-antipodes/se-

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
		representation (differences in the same continents and/ or country, limits of the GDB indicator).		jouer-des-inegalites-cinq-exercices-dont-le-jeu-des-chaises-actualise/article/ressources-en-ligne-sur-les-inegalites-dans-le-monde
20 min	Focusing on the wealth distribution inside the countries	Definitions of the main concepts (poverty rates, poverty lines The educator shows the poverty rate graph published by the OECD By groups, the learners must agree on 5 sentences summarizing the most outstanding data of the graph.		https://data.oecd.org/inequality/poverty-rate.htm
15 min		Reading article" Going Above And Beyond To End Poverty: New Ways Of Measuring Poverty Shed New Light On The Challenges Ahead and watching video "new ways of looking at poverty" by the world bank		https://www.worldbank.org/en/news/immersive-story/2018/10/17/going-above-and-beyond-to-end-poverty-new-ways-of-measuring-poverty-shed-new-light-on-the-challenges-ahead

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
45 min		"Moving debate" about the basic needs to live correctly in own countries. Learners propose basic needs (from the highest to the lower). Learners split in 2 groups, the one who agree and the one who disagree. Some participants are chosen for giving the reasons of their opinion. Participants may move on the room if they are convinced.		
50 min		By groups, learners must publish articles in social media related to the day using the material and group pictures taken during the session		

2nd Session Plan	
Topic	**Worldwide distribution of poverty, hunger and malnutrition and their causes**
Learning Outcome(s) addressed in this session	By the end of the session, learners will be able to: 4.1.3 Explain the different causes to poverty and malnutrition referring to concrete examples 4.1.5 Raise awareness of hunger and malnutrition in own country and abroad using reliable data sources 4.1.6 Facilitate debates on inequality worldwide wealth distribution among learners focusing on causes and consequences 4.2.2 Discuss the background of SDGs, focusing on the 1st one: "End poverty in all its forms everywhere", using UN Data sources, highlighting the key events and development leading to their adoption by the United Nations 4.2.3 Discuss the performance towards the 3 first SDGs in own country and globally using published data, to help predict whether or not the overall goal and targets will be achieved 4.2.5 Encourage other to act against poverty by identifying potential individuals'actions 3.3.2 Explain the role pf different categories of actors involved in the fight against poverty , hunger and malnutrition by commenting on their relative impact

	3.3.3 Critic the effectiveness of strategies to end poverty and hunger using reliable data sources and relate to own country or other regions of the world

3.3.4 Encourage others to act against poverty by identifying potential individuals' actions: boycotting companies that do not respect decent salaries, supporting NGOs financially or by volunteer activities, buying faire trade products; etc. |
| **Duration** | 4 guided learning hours |
| **Contents** | The causes and consequences of inequality worldwide wealth distribution |

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
20 min	Introduction to the session	7. The educator introduces the session by asking questions to the learners:
- hunger is inevitable?
- hunger is a consequence of poverty?
- chemical farming is essential to feed the world?
- Individuals can't do anything against other hunger and malnutritions?

Each time learners are asked to vote yes or no | Participative | |

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
30 min	Learning the main concepts	8. Educator presents the different definitions, the maps of the demographic growth and the evolution of agricultural lands, history of the Food and Agriculture Organization of the United Nations		Powerpoint attached
30 min	Focusing on the SDGs	9. Educator presents the background of the SDGS and the progress of the 3 first goals: "No poverty", "Zero Hunger", "good health and weel being"		https://www.un.org/ sustainabledevelopm ent/
50 min	To research solutions	10. Learners are separated on 2 groups (or more). 1 group research actions developed at an international level, another group at an own country level. The educator helps the group in finding information if required.	Group work	
35 min		11. Learners must prepare a presentation of their researches to the other groups		
20 min	To encourage learners' action	12. Learners are encouraged to debate on the individual actions they feel ready to do	Debate	
55 min	To encourage others to act	13. By groups, learners write articles on hunger and malnutrition focusing on individual potential actions to fights against these scourges.	Writing article for Social network	

MODULE 5 – HUMAN RIGHTS AND SOCIAL JUSTICE

1st SESSION PLAN	
Topic	**Human Rights**
Learning Outcome(s) addressed in this session	The ability to critically discuss Human Rights among the most important competencies, its background, key targets, indicators and challenges it seeks to meet and acquire new social skills and knowledge in Human Rights Education.
Contents	Analyzing and reflecting the background of Human Rights, learners will discuss the challenges in Human Rights Education in Europe towards a culture of Human Rights, using published information from reliable sources.

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
20'	Introduction	**WHAT WE REALLY KNOW ABOUT HUMAN RIGHTS?** The Group's presentation is made through images. Learners get up and among the various images arranged on a table, they choose with which they identify most. They say their name and why they choose the image. After the presentation of the Module, a Group dynamics will be carried out (BINGO!). Learners complete the question sheet between them introducing the thematic.	Participant Observation	Sheet with questions on the theme (BINGO) #1

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
25'	Activity to define the trainees' knowledge about the theme	The trainees will answer to the greatest number of questions possible in 10m. **Debriefing |** 1. The activity was difficult/fun/interesting? 2. It was comfortable talking about this thematic? 3. Let´s talk about the BINGO! QUIZ questions. 4. Would you use this resource with your students?	Observation of discussions	Sheet with questions on the theme (BINGO) #1 (Instructions attached)
30'	Contents	Analyzing and reflecting the background of Human Rights, learners will discuss the challenges in Human Rights Education in Europe towards a culture of Human Rights, using published information/video from reliable sources. 1. The history of Human Rights 2. The effectiveness of Global actions Trainees will answer the questions or a PowerPoint presentation or other 1. What have you already done within the scope of HR? 2. Why do you do it? 3. How do you do it/participate? Work on expectations: invite participants to share their expectations for action.	Observation	(Brochures in different languages + Flyers)

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
40'	Reflections	Learners will analyze some documents with ideas and principles in the Human Rights referring to examples from own country, in different Rights (Education, Health, Nationality, etc), referring to: 1. Culture of Human Rights;	Observation (Notes and summarize)	Some information docs
20'	Behaviors	Video viewing – Debate, in a group session and discussion in a Forum: 1. What means "Global Citizens" 2. Analyze the critical awareness of Human Rights among educators	Observation (Notes and summarize)	Video about HR history
15'	Attitudes and values	Learners will think and present ideas for local/national initiatives and campaigns to encourage others including friends and colleagues to support Human Rights measures by participating in local/national initiatives and campaigns	Observation and systematization	Text/Flyer/Small video
	Small Quiz	Learners need to do a small written test with multiple choice at the end of the **Unit**	Kahoot!	

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
20'	Summary of Contents	PowerPoint presentation - Systematization of contents	Observation	
10'	Evaluation and Closing	Link information for evaluation.		☺ ☹

2nd SESSION PLAN	
Topic	**Human Rights**
Learning Outcome(s) addressed in this session	The ability to critically evaluate the effectiveness of global actions to ensure the understanding of Human Rights for all.
Contents	'What are we talking about?' towards a culture of Human Rights and Social implications of unawareness in Human Rights Education and how to adopt measures to stimulate a change of attitudes and behaviors, through the education of Human Rights and Citizenship

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
20'	Introduction	**WHAT ARE WE TALKING ABOUT?** Ice Breaker (Positive ball or other) Information about measures and actions being taken to promote Human Rights, from different sources to compare	Participant Observation	Laws, News, videos, campaigns

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
20'	Activity to define the trainees' knowledge about the theme	Case studies – Human Rights: **what are we talking about?** 1. Trainees will have 2 or 3 Case studies about different Human Rights (Nationality, Education, Gender Equality, etc) to analyze and reflect for discussion; If possible in a group session	Observation	Case Studies from actions being taken to promote Human Rights
30'	Contents	'What are we talking about?' towards a culture of Human Rights and Social implications of unawareness in Human Rights Education and how to adopt measures to stimulate a change of attitudes and behaviors, through the education of Human Rights and Citizenship	Observation	**(Brochures in different languages + Flyers)**
15'	Reflections	Video viewing – Debate, in a group session and discuss in a Forum: 3. What means "Global Citizens" 4. Analyze the critical awareness of Human Rights among educators	Observation of discussion	**Video about HR history**

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
	Behaviors	From comparing some documents learners will choose: 1. The best measures to adopt to stimulate a change of attitudes and behaviors, through the education of Human Rights and Citizenship; 2. Appreciate the social implications of unawareness about in Human Rights Education Presentation of the results	Observation	Different documents
	Attitudes and values	Learners will think and present ideas for local/national initiatives and campaigns, recognizing the importance of the information acquired	Observation	Text/Flyer/Small video
	Small Quiz	Learners need to do a small written test with multiple choice and true or false at the end of the **Unit**	Text or other	
20'	Summary of Contents	PowerPoint presentation - Systematization of contents	Observation	
10'	Evaluation and Closing	Link information for evaluation.	Observation	☺ ☹

3rd SESSION PLAN				
Topic	Human Rights			
Learning Outcome(s) addressed in this session	The ability to identify and integrate personal and professional roles in Human Rights Education.			
Contents	Stimulate a change of **attitudes** and **behaviors**, through the education of Human Rights and Citizenship and appreciate the social implications of unawareness of Human Rights Education and recognize the importance of the information acquired			
Timing	**Purpose**	**Learning activity / task**	**Methods of checking/ assessment for learning**	**Resources**
20'	Introduction	Group dynamic (AGREE and DISAGREE) When reading a few sentences on the subject, learners will have to take a stand: agree or disagree. Joint reflection. Learners will list the different roles and pointing out any similarities and differences in personal and professional role of an educator in promoting education for Human Rights development Presentation of results, if possible in a group session	Observation	Sentences (AGREE and DISAGREE) #1 Reading texts/Others

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
20'	Activity to define the trainees' knowledge about the theme	Learners will draft a factual report Identifying measures that can be taken to improve Human Rights Education in the workplace and in local communities Presentation of the results	Observation	List of Good practices
30'	Contents	Stimulate a change of **attitudes** and **behaviors**, through the education of Human Rights and Citizenship and appreciate the social implications of unawareness of Human Rights Education and recognize the importance of the information acquired	Observation	List of Good practices and resources
	Reflections	Learners will assess own lifestyle patters and identify behaviors that impact on Human Rights	Observation	

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
15'	Behaviors	Learners will present ideas to promote a local Forum to discuss some subjects about HR Education and to encourage the participation of the people 1. Using new social skills and knowledge in HR; 2. Present ideas for small projects or activities in class to develop active participation and exercise of citizenship; 3. Raise public awareness of the development goals, national and global Human Rights issues; 4. Encourage others to support Human Rights initiatives involving different social actors. Presentation of the results	Local Forum Proposals checking	Local Forum
	Attitudes and values	1. Learners will Support measures by applying Human Rights initiatives by joining local campaign and advocacy groups; 2. Stimulate a change of attitudes and behaviors, through the education of Human Rights and Citizenship and appreciate the social implications of unawareness of Human Rights Education and recognize the importance of the information acquired	Text/Flyer/Small video/Seminars/Workshop	Different resources

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
	Small Quiz	Learners need to do a small written test with multiple choice and true or false at the end of the **Unit**	Text or other	
20'	Summary of Contents	PowerPoint presentation - Systematization of contents		
10'	Evaluation and Closing	Link information for evaluation.		☺ ☹

		4th SESSION PLAN		
Topic		Social Justice		
Learning Outcome(s) addressed in this session		The ability to critically discuss Social Justice among the most important competencies, its background, key targets, indicators and challenges it seeks to meet and acquire new social skills and knowledge in Social Justice Education.		
Contents		Learners will explain different concepts relating to Social Justice referring to examples from Europe and Promote new social skills and knowledge of Social Justice and highlighting the likely impact for all		
Timing	**Purpose**	**Learning activity / task**	**Methods of checking/ assessment for learning**	**Resources**
20'	Introduction	Group dynamic (SILENT DIALOGUE) Learners circulate around a table and with colored pencils and markers, discuss on paper, in silence, with music playing. Learners will analyze and explain different concepts relating to Social Justice referring to examples from Europe Presentation of results, if possible in a group session	Participant observation	Texts about Social Justice

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
20'	Activity to define the trainees' knowledge about the theme	Learners will be suitable for discussion in Social Justice Education at a meeting the local ´global citizens´ forum: 1. Using published information from reliable sources; 2. Promote new social skills and knowledge of Social Justice and highlighting the likely impact for all. Presentation of the results	Observation	List of Good Practices
30'	Contents	Learners will explain different concepts relating to Social Justice referring to examples from Europe and Promote new social skills and knowledge of Social Justice and highlighting the likely impact for all	Observation	Different documents
	Reflections	Learners will discuss the background of Social Justice, using UN data sources, highlighting the key events and developments leading to its meaning and concepts by the United Nations and draft a factual report	Observation	Text/Other
15'	Behaviors	Learners will encourage others including friends and colleagues to support Social Justice towards Human Rights measures by participating in local/national initiatives and campaigns	Observation	Text/Flyer/Small video, etc.

	Attitudes and values	Learners will encourage others including friends and colleagues to support Social Justice towards Human Rights measures by participating in local/national initiatives and campaigns (the same)	Observation	Text/Flyer/Small video, etc
	Small Quiz	Learners need to do a small written test with multiple choice and true or false at the end of the **Unit**	Text or other	
20'	Summary of Contents	PowerPoint presentation - Systematization of contents	Observation	
10'	Evaluation and Closing	Link information for evaluation.		☺ ☹

MODULE 6 – DEMOCRACY AND GLOBAL CITIZENSHIP

<table>
<tr><td colspan="5" align="center">1st SESSION PLAN</td></tr>
<tr><td>Topic</td><td colspan="4">Cultural Diversity/Customs and traditions</td></tr>
<tr><td>Learning Outcome(s) addressed in this session</td><td colspan="4">6.1.2. Compare the fundamental cultural theories (R.D. Lewis's cultural model, G. Hofstede's cultural model. J. Berry's theory of culture) and "Iceberg" model
6.1.3. Describe and distinguish between the main religions, know their principles, behavioural standards and practices
6.1.4. Analyse the links between culture and society based on the media (article, news etc.) and its impact on global development
6.1.5. Demonstrate the topic based on his/her experience, taking cultural differences into account in the learning process
6.1.6. Explain the impact of different cultural contexts on the processes in society
6.1.7. Demonstrate the formation of language, culture, identities, values and attitudes based on the cultural context
6.1.9. Shape the learner's attitudes to be more open and tolerant</td></tr>
<tr><td>Contents</td><td colspan="4">Cultural theories, Iceberg model, main religions principles, cultural context in society</td></tr>
<tr><td>Timing</td><td>Purpose</td><td>Learning activity / task</td><td>Methods of checking/ assessment for learning</td><td>Resources</td></tr>
<tr><td>20'</td><td>Introduction</td><td>- overview of the aims of the training, the expectations of the group;
- agreements in the group;
- getting to know the group members</td><td>Icebreaking activity</td><td>Flipchart, marker pens</td></tr>
</table>

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
5'	Introduction to theme	Educator introduces the topic, using video presentation and some questions to the group	Observation Discussion	Video #1 The Human Planet, BBC (3 min) https://www.youtube.com/watch?v=GmfvOEjXWe4
30'	The concept of culture	1. The educator asks to write all concepts related with culture on stickers. Learners offer keywords related to culture. 2. The next task to learners is to systematise the concepts on one board visualising the components of culture 3. Introducing the iceberg model and complementing the mind-maps	Individual work Drawing up a mind-map/ concepts map in a group Discussion Discussion in pairs	#2 Video "The Cultural Iceberg Model" https://www.youtube.com/watch?v=a9Z83I_g4Hw

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
45'	Theories of culture R.D.Lewis G.Hofstede J.Berry	Learners are divided into groups - Each group gets a summary of one theory - They read and make sense of it - They teach it to the colleagues in the group - The group sums it up as a flipchart presentation - Each group presents one theory to others - They find similarities and differences	Pair work Groupwork	#3 Geert Hofstede on line: http://geerthofstede.com/training-consulting/online-lectures/ #4 Hofstede, G. (2011) Dimensionalizing Cultures: The Hofstede Model in Context Geert Hofstede Universities of Maastricht and Tilburg, The Netherlands. #5 Lewis, R.D. (2006)When Cultures Collide: Leading Across Cultures http://www.utntyh.com/wp-content/uploads/2011/11/When-Cultures-Collide.pdf #6 Berry, J. (2017) Theories and Models of Acculturation, The Oxford Handbook of Acculturation and Health. #7 Berry, M., Garbaugh, D. (2008). „That's not me". Ed. M. Berry. Brussel #8Berry, W.J. (1997) Immigration, Acculturation, and Adaptation

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
30'	The formation of language, culture, identities, values and attitudes based on the cultural context	4 choices on the tables/ walls 1. Demonstrate the formation of language on the cultural context 2. Demonstrate the formation of culture on the cultural context 3. Demonstrate the formation of identity on the cultural context 4. Demonstrate the formation of values and attitudes on the cultural context Each group discusses one topic and presents the result to all learners.	Group work /or carousel /or world café format Conclusions	#4 Hofstede, G. (2011) Dimensionalizing Cultures: The Hofstede Model in Context Geert Hofstede Universities of Maastricht and Tilburg, The Netherlands #6 Berry, J. (2017) Theories and Models of Acculturation, The Oxford Handbook of Acculturation and Health. #7Berry, M., Garbaugh, D. (2008). „That's not me". Ed. M. Berry. Brussel #8Berry, W.J. (1997) Immigration, Acculturation, and Adaptation
40'	Considering cultural differences in a learning and teaching process	- A learner describes a problem situation caused by cultural differences in his or her experience (option 2: the cases are provided; option 3: the learners bring case studies based on their experience to the class). - Analyse the situation	Case analysis Self-reflection Group discussion	#9 Hidalgo, N. (1993) Multicultural teacher introspection. In Perry, T. and Fraser, J. (Eds.) Freedom's Plow: Teaching in the Multicultural Classroom. New York: Routledge.

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
			Explain in terms of cultural theories		
			Provide solutions		
10'	Summary of Contents Evaluation and Closing	Conclusion - A educator as a bearer of culture	Silent writing	E-learning based Independent work: 1. Describe / analyse the links between culture and society based on the media (article, news etc.) and its impact on global development 2. Main religious principles, behavioural standards and practices. Learners choose one and describe their own experience through the teaching process as well.

2nd SESSION PLAN	
Topic	**Citizenship rights**
Learning Outcome(s) addressed in this session	6.2.2. Outline the main citizenship rights policies on national and EU level 6.2.3. Explain what it means to be a global citizen and identify citizenship rights and responsibilities on national and EU/global level and how it can contribute to sustainable development. 6.2.4. Discuss how citizenship rights can be protected and exercised, provide examples on national and global level 6.2.5. Explain the main principles and planning of advocacy as a part of citizenship rights and illustrate how to include allies as well as measure and grade advocacy. 6.2.6. Analyse the digital citizenship skills as important knowledge on global and ICT world, provide ideas how to improve consumer awareness through everyday adult training. 6.2.7. Discuss the role of adult educator and present ideas/prepare activities by which the educator could increase the awareness of civil society possibilities to contribute to the general decision-making processes on various levels – community, society – and thus influence the global development (democracy, environment, migration, pollution, sustainable development etc.), give examples from your own experience/ country. 6.2.8. Promote the knowledge, skills and values which support the 21st century global citizenship in adult training and present/prepare some activities which support global citizenship perspectives: critical and transformative perspective; world-mindedness; holistic understanding and health science perspective. 6.2.9. Promote and deliver information on citizenship rights in trainings, thus contributing to raising the adults' awareness, to actively/ consciously shaping civil society, to fulfilling the goals of global education and sustainable development. 6.2.10. Encourage students to be active and informed citizens
Contents	Citizenship rights and responsibilities, global / digital citizenship, advocacy, 21st century global citizenship

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
15'	Introduction to theme	Educator introduces the topic, using a video presentation *Good citizen worksheet* *Discussion*	Ice-breaker exercise Silent writing-worksheet Discussion	#1 Video Global Citizenship Education https://www.youtube.com/watch?v=uLeREqPKR08 #2 Worksheet
15'	Identify citizenship rights and responsibilities	*Instruction how to use slido and code.* *-What words come to mind when you hear about citizenship rights?* *- What civil rights did you enjoy as a citizen?* *- What words come to mind when you hear about citizenship responsibilities?* *- What does it mean to be a citizen?*	www.slido.com (words clouds) www.mentimeter.com	#3 EU Citizenship https://europa.eu/european-union/about-eu/eu-citizenship_en #4 Citizens Handbook #5 Community Tools #6 Leydet, D. (2014) Citizenship. The Stanford Encyclopedia of Philosophy.

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
20'	Citizenship rights	*Pair work*: The task to divide the rights in the envelope into citizenship and human rights and explain the choice. *Group discussion:* How can citizenship rights be protected and exercised, provide examples on national and global level?	Pair work Group discussion	#4 Citizen rights https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/know-your-rights/citizens-rights_en #4A. Citizenship rights policies, https://europa.eu/european-union/about-eu/eu-citizenship_en
30'	How it can contribute to sustainable development	*How do the rights contribute to sustainable development?* *Each group draws 2-3 SDG goals by lots, the task is to highlight how the promotion of citizenship rights can contribute to SDG goals.*	Small group discussion and group presentation	#7 SDG goals in 2030 https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
20'	Advocacy	Learners are divided into groups Task: In which situations and activities in an organization do we actually deal with advocacy? How to raise awareness of advocacy among adult learners through your teaching activities? Which activities support advocacy and why is it important?	Group discussion Group discussion results presentation	#8 Advocacy https://www.youtube.com/watch?v=NnOk2tTz468 https://www.youtube.com/watch?v=w0BYMqONzgM # 9 Examples of advocacy https://www.globalpartnership.org/blog/4-examples-civil-society-advocating-more-national-education-funding
30'	Digital Citizenship, importance and improvement	1. Pair work: - Analyse the digital citizenship skills as important knowledge on global and ICT world - Provide ideas how to improve consumer awareness through everyday adult training. 2. Group discussion:	Pair work Group discussion Group presentation	#10 Digital Citizenship Education Handbook. (2019) Council of Europe. https://rm.coe.int/digital-citizenship-education-handbook/168093586f #11 Digital Citizenship https://www.youtube.com/watch?v=f4B0q2oOLbs

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
		Choose best three ideas from the group to present to all group		
30'	Global citizenship.	What kind of knowledge, skills and values does the 21st century global citizenship need? Four keywords on the wall (knowledge, skills, values, methods). Small groups have a discussion, take notes and change in every 5 minutes. Followed by a conclusion/presentation.	World café	#12 Global Citizenship Education http://www.worldwiseschools.ie/development-education/ #12 A. How to Guide to Global Citizenship Education, http://www.worldwiseschools.ie/wp-content/uploads/2018/08/WWGS_StarterGuide_2018_web.pdf
	How to support these competences in adult trainings	How could we support these competences during adult training? Present your experience or methods/ideas. Small group discussion - Share your experience and ideas in your group on how to support the development of competences. - Highlight the best examples in your group. Present the group discussion	Small group discussion Group presentations	#13 Future Skills https://www.youtube.com/watch?v=BXT2STtm_54

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
		results and recommendations -Present it to others Put stickers on the right sheet (skills, knowledges, values, methods)		
15'	SDG goals Awareness of adults	An SDG game in a group. Option 1:17 SDG goals on the floor, throw a die on the square Option 2: SDG goals as a board game Task: Option 3: One idea/thought on what you as a trainer can do to increase the adults' awareness on the achievement of the SDG goals.	SDG game in small groups and discussions	#14 Sustainable Development Goals https://www.youtube.com/watch?time_continue=137&v=RpqVmvMCmp0&feature=emb_logo #15 SDG 17 goals https://www.un.org/development/desa/disabilities/envision2030.html #15 A. SDG goals in 2030 https://www.un.org/sustainabledevelopment/sustainable-development-goals/ SDG game (goals maps, cards etc.) A ball or a die

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
5'	Summary of Contents Evaluation and Closing	Write down one idea that you take from today's lesson and put it on the good thought tree.	One minute to put the idea/thought on the sticker and to the thought tree	Good thought tree Stickers Independent work based on e-learning: 1. *Outline the main citizenship rights policies on national and EU level. Explain what it means to be a global citizen and identify citizenship rights and responsibilities on national and EU/global level and how it can contribute to sustainable development.* 2. *Find and provide different levels- local, governmental and EU level – examples of advocacy* 3. *Analyse your training activities which support global citizenship perspectives: critical and transformative perspective; world-mindedness; holistic understanding and health science perspective.*

3rd SESSION PLAN	
Topic	**Civil participation/democratic life/citizenship**
Learning Outcome(s) addressed in this session	6.3.2. Discuss about various challenges in a democratic society during group discussions 6.3.3. Compare the different democratic/non-democratic societies and movements and links to SDG 7 targets 6.3.4. Describe the main principles of **creating an involvement plan** 6.3.5. Explain the need for engagement with group members during group work 6.3.6. Describe the future challenges of democratic / non-democratic societies and movements during group work 6.3.7. Be able to direct learners to find and participate in different social initiatives based on their interests 6.3.8. Guide the participants in the group work to find participants whose involvement can support their interests and ideas 6.3.9. Assess the potential for conflict prevention and resolution 6.3.10. Encourage members in the group to distinguish how **to use different participating** methods and use partners for solving different problems
Contents	SDG goals and democratic and non-democratic societies. Participation principals, impact and possibilities in societies.

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
10'	Introduction of learners	-an overview of the aims of the training, expectations of the group -agreements in the group -getting to know each other	Ice breaker	A flip chart, marker pens
10'	Introduction to theme	Educator introduces the topic and some questions to the group	Observation Discussion	#1Global Goals https://www.youtube.com/watch?v=cBxN9E5f7pc #2 SDG goals in 2030 **https://www.un.org/sustainabledevelopment/sustainable-development-goals/** #3 Citizens as Partners. OECD Handbook. https://www.internationalbudget.org/wp-content/uploads/Citizens-as-Partners-OECD-Handbook.pdf (2001)

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
50'	Democratic and non-democratic societies' impact and challenges to achieve SDG goals	Groupwork – each group member can draw lots - Democratic or non-democratic society - 2-3 goals among the 17 SDGs In the group discussions, the following topics will be covered: 1. What is the impact of the given society on reaching the SDG goal? 2. What is the challenge in the society to reach the SDG goal? 3. What could/should be done by whom to reach the SDG goals? 4. What is the role of the citizens? The discussion summary is presented to the entire group.	Group discussion Presentation of results on wall posters	#4 SDG goals in 2030 https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
40'	Participating	Based on their experience, the learners give a short description of a positive or negative case of participation In the group, they find 1 positive and 1 negative example and: - analyse the situation - offer solutions - present the group work - formalize the principles of participation	Case analysis Self-reflection Group discussion Presenting group work results The principle of participation on the board	#5 Citizenship and participation https://www.coe.int/en/web/compass/citizenship-and-participation#Forms%20of%20participation #6 Civil societies and social movements https://www.youtube.com/watch?v=iwXkNVynIDg

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
60'	Drawing up an inclusion plan	Inclusion in the community. Task – to think of a social initiative to include members of the community, bring out the following: - Idea/aim - How to include people, possibilities for inclusion - Who should be included? Describe the target groups - How to engage people? - How to communicate the messages Use the ExACT model *(Exciting, Assessable, Challenging, Time-framed)* Present the results on a poster.	Groupwork/ brainstorming Presenting group work results Discussion	

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
10`	Summary of Contents Evaluation and Closing	The summary of the relations between the topics of the day by the educator and the group. Depending on the group size, feedback may be given in oral or written form, e.g. learners sit in a circle with a ball handed down from one learner to another and learners reflecting on what they learned from the activity	Self-reflection	Template of reflection (if it is in big groups)

MODULE 7 – ENERGY

<table>
<tr>
<td colspan="2">1st Session Plan</td>
</tr>
<tr>
<td>Topic</td>
<td>The SDG goal to ensure affordable, sustainable, reliable and modern energy for all, the Energy mix and their implications</td>
</tr>
<tr>
<td>Learning Outcome (s) addressed in this session</td>
<td>By the end of the session learners will be able to:

7.1.1 Explain different concepts relating to energy (reliable, affordable, sustainable, renewable, green energy etc.) referring to examples from own country

7.1.2 Discuss the background to SDG7, using UN data sources, highlighting referring key events and developments leading to its adoption by the United Nations.
7.1.3 Discuss the challenges in reducing reliance on fossil fuel nationally and globally, by citing case studies/examples illustrating the problems encountered in trying to do so and the outcomes.
7.1.4 Analyse the energy production mix (hydro, solar, nuclear wind, fossil etc.) using published data and suggesting what might be an appropriate energy mix for own country and globally with reasons why.
7.1.5 Encourage others including friends and colleagues to support energy conservation measures by participating in local/national energy conservation initiatives or campaigns.</td>
</tr>
<tr>
<td>Duration</td>
<td>3 guided learning hours</td>
</tr>
<tr>
<td>Contents</td>
<td>The meaning of SDG7, different energy sources, the energy mix and impact of different energy sources.</td>
</tr>
</table>

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
	Pre course reading (flipped learning activity)	1. Participants will be provided with links to a video and document providing an overview of the global energy challenges		Link to video https://edition.cnn.com/videos/business/2019/12/02/global-energy-challenge-america-doc.cnn Link to article: https://www.bbc.com/future/article/20170313-the-biggest-energy-challenges-facing-humanity
5	Introduction to the session the topic	2. The educator introduces the topic and the learning outcomes for the session via a Powerpoint presentation, then asks learners about their own expectations.		Powerpoint presentation – *Overview of Sessions*

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
45 min	The Sustainable Development Goal to ensure affordable, reliable, sustainable and modern energy for all	3. The educator asks learners if they have heard of SDG7, can describe the goal or recall of its targets. Responses are noted and the proper description is provided via ppt. 4. Learners are then asked to explain what the goal means in terms of being "affordable, sustainable reliable and modern' energy for all. The educator then summaries the correct interpretation' and the correct description presented via ppt. During the discussions energy related vocabulary/concepts will be introduced such as such as renewable, non-renewable, green, clean, fossil fuel) 5. Learners are will watch a short video on SDG7 and at the end, asked if anything resonated or struck them or any messages or issues that will cause them to reflect on the global energy challenges.	Learners asked to recall the goal, its interpretation and some key targets Recall key points messages from the video	*Power point presentation on SDG7* Video link: https://youtu.be/BB8estUBK14

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
25	Different types/forms on energy	6. Learners are asked to identify different energy sources, and their responses noted. Each type is discussed, and the main energy sources are summarised/listed. Learners are then asked to group the sources into renewable and non-renewable sources and encouraged to share answers, after which a definitive list of renewable and non-renewable sources is agreed.		Links to energy production consumption data: https://sustainabledevelopment.un.org/content/documents/22877UN_FINAL_ONLINE_20190523.pdf
45 min	The energy production and consumption mix	7. In small groups learners will discuss and what they think the energy production and consumption mixes are for their country, and how they think it might compare with the global mix. Answers will be shared with the rest of the group and noted on flipchart/iwb. The correct data is provided for learners to compare with their answers (via links to reliable data sources). *The law of the conservation of energy* will be introduced during these discussions. 8. In their same groups, learners will then be asked to compare the changes in the energy production and consumption from reliable data on production and consumption mixes in their country and globally and comment on their findings for which links will be provided mix.		Link to energy mix UK https://www.planete-energies.com/en/medias/close/about-energy-mix

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
40	The implications (social, economic and environmental) of different energy sources	9. In small groups, learners are asked to discuss the pros and cons of each source in terms of their if their effects on the environmental, economic and social effects. Responses are shared and the main pros and cons summarised on flipchart/iwb.		
5 mins	Summary of contents	10. As a whole group exercise, learners will be asked to recall the main points covered during the session and noted on flipchart paper or iwb.	Recalling and summarizing main issues covered	
10 mins	Evaluation and closing	Learners to complete a short evaluation questionnaire and participate in a 5-minute plenary.		

2nd SESSION PLAN	
Topic	**The effectiveness of policies to and actions to address the global energy challenges and the role of the educator in promoting sustainable energy practices.**
Learning Outcomes addressed in this session	By the end of the session learners will be able to: 7.2.1 Envisage a scenario in which there is no longer a reliance on fossil energy in the world, highlighting the likely impact on health, the economy and the environment. 7.2.2 Outline actions to achieve sustainable, affordable and reliable energy for all, using reliable data sources, grouping them into actions initiated by national stakeholders (government, business and industry) and those initiated by transnational bodies such as the United Nations and European Union 7.2.3. Compare the effectiveness of the measures and actions being taken to reduce reliance on fossil fuel by comparing progress towards the SDG7 targets in own region and globally. 7.2.4. Prepare a presentation on the pros and cons of continued reliance and use of fossil fuel using reliable information, or a meeting of the local "Clean Energy Campaign Group" 7.2.5. Critically, evaluate the effectiveness of actions to achieve affordable, clean and reliable energy using reliable published data to compare performance towards the achievement of the main SDG 7 targets. 7.2.6. Speculate as to whether the SDG7 targets will be met in own country and globally, using published data from reliable sources giving reasons for position and predicting what progress will be made towards the targets by 2030.
Duration	3 guided learning hours
Contents	The meaning of SDG7, different energy sources, the energy mix and impact of different energy sources.

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
	Pre course reading (flipped learning activity)	1. Participants will be provided with links to a video and document national and global actions and measures to address the energy challenges		https://sustainabledevelopment.un.org/?page=view&nr=2749&type=13&menu=1634
10	Introduction to the session the Topic	2. The educator introduces the topic and the learning outcomes for the session via a Powerpoint presentation, then asks learners about their own expectations.	Learners asked to recap the main issues covered in last session.	Powerpoint presentation *Overview of Sessions*.
65	Policies, measures and actions to address the energy challenges in the context of SDG7	3. Educator asks learners to reflect on video and article (flipped learning) and asked to recall (a) the main energy challenges and (b) actions to address the challenges and achieve SDG Goal 7 and responsible bodies internationally and nationally. 4. Answers are noted on flipchart or iwb, and each discussed in turn in some detail turn to include policy implementation and arrangements for monitoring and recording progress. The educator supplements learners contribution in respect of global and national actions, if necessary.	Whole class activity in summarising the main global and national measures.	https://www.worldbank.org/en/topic/energy/brief/sustainable-development-goal-on-energy-sdg7-and-the-world-bank-group https://sustainabledevelopment.un.org/content/documents/21864Activities_of_the_TAGSDG7_20182019_FINAL_low_res.pdf

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
95 mins	The effectiveness of policies of policies and measures to address energy challenges	5. Learners will be asked whether or not they think SDG 7 will be achieved globally and in their country/region, giving reasons for their answers. The different views and the reasons are noted on flipchart or iwb. 6. The educator presents learners with a narrative on overall progress towards SG7 globally. They will then be asked to work in small groups to compare progress towards the targets in their own country/region and globally or between two different regions, using reliable sources of information. 7. Having now looked at the progress towards the targets, learners are asked to reflect on their previous answers to whether or the SDG7 targets will be achieved and invited to make any comments observations or anything that struck them about the comparisons they made. Observations and comments are noted on flipchart or iwb.		Progress towards SDG7: https://www.irena.org/publications/2018/May/Tracking-SDG7-The-Energy-Progress-Report Links to latest UN monitoring reports including data on progress globally and regionally. https://unstats.un.org/sdgs/report/2019/ Links to energy production consumption data https://www.gov.uk/government/collections/energy-trends#2019-data https://www.carbonbrief.org/analysis-uk-renewables-generate-more-electricity-than-fossil-fuels-for-first-time

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
10	Summary of contents	8. Learners will be asked to recall the main learning points and issues covered during the session and will be summarised on flipchart or interactive white board.	Recollection of main learning points	
	Evaluation and closing	Blended learning assignment: This assessment involves learners preparing a presentation on the pros and cons of reliance on fossil fuel. It will be undertaken in the learners' own time as a blended learning activity.	Written assignment	Handout: *Brief for presentation*

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3rd SESSION PLAN	
Topic	**The role of the educator in energy conservation.**
Learning Outcome addressed in this session	By the end of the session learners will be able to: 7.3.1. Adopt measures to conserve energy within spheres of influence by modifying lifestyle choices and habits. 7.3.2 Differentiate between the personal and professional role of an educator in promoting education for sustainable development in own household and at work, by listing the different roles and pointing out any similarities and differences. 7.3.3 Identify measures that can be taken to conserve energy, listing practical things that can be done within the household, in the workplace and local communities 7.3.4. Assess own lifestyle patters relation to consumption and production, identifying those behaviours impact on energy use and conservation and how. 7.3.5 Contribute to raising public awareness of the global energy issues by participating workshops and seminars for the general public. 7.3.6 Encourage others to support energy initiatives by suggesting energy conservation measures at home and work 7.3.7 Support energy conservation measures by joining local campaign and advocacy groups.
Duration	3 hours
Contents	The meaning of SDG7, different energy sources, the energy mix and impact of different energy sources.

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
	Pre course reading (flipped learning activity)	1. Participants will be provided with links to article on the role of the educator in promoting education for sustainable development.		http://www.scielo.org.za/pdf/eac/v20n3/02.pdf
5	Introduction to the session the topic	2. The educator introduces the topic and the learning outcomes for the session via a Powerpoint presentation, then asks learners about their own expectations.	Learners asked to recap the main issues covered in last session.	Powerpoint presentation – *Session Overview*
50	Energy conservation	3. Participants will be asked to recall the main energy challenges covered in an earlier session as a means of introducing the 'concept of energy' conservation as one of the measures to address the energy challenge by asking for definitions/meaning of 'energy conservation'. The educator formulates a definition/meaning from the contributions. 4. Participants are asked to work in small groups to list/identify any energy conservation measures undertaken in their households. The groups are further asked to discuss other measures they think could be taken in the household or workplace. The educator supplements the lists with other measures.	Recalling energy challenges	*https://www.energy.gov/energysaver/home-energy-audits/do-it-yourself-home-energy-audits* https://theconstructor.org/building/common-energy-conservation-measures/1254/

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
40	The professional role of the educator in energy conservation	5. Learners are be asked to reflect on the flipped reading activity and in small groups discuss and note the role of the educator in education for sustainable development. Key points will be shared and summarised on flipchart/iwb. 6. Each group will be asked to provide a description of the role of the educator in promoting sustainable development.		Flipchart/interactive whiteboard

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
50 mins	The personal role of the educator in education for sustainable development	7. This part involves learners playing a game to explore the role of the educator in promotion energy conservation. The educator posts *a sign in one corner of the room (or a line if outdoors) with "Strongly agree" and one in the other corner/end that says "Strongly disagree."* 8. When everyone is has positioned themselves the tutor asks individuals why they chose their positions. 9. Following the discussions in small groups participants will be asked to discuss how educators can be empowered or better prepared to fulfil their role in energy conservation and the likely challenges they face. 10. The key points of the discussions are summarised on flipchart/iwb.	Summarising of key points	Instructions to learners: In this first activity, you're going to explore your beliefs and perceptions about the role of the educator in energy conservation. Think about the statement "for a minute"], then go stand anywhere along the line that shows how strongly you agree or disagree with it. **Statement** *Educators are responsible for teaching citizens about energy and to promote energy conservation measures*.
5 mins	Summary if contents	11. Learners will be asked to recall the main issues covered during the session and will be summarised on flipchart or interactive white board.		Educator to provide links to energy production consumption data for relevant country/region

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
20 mins	Assessment	12. Summative assessment of module in the form of an online game Kahoots!		Access to a digital devices and internet connection. *Guidance for setting up Kahoots*
10 mins	Evaluation and closing	13. Questionnaire evaluation and short plenary		

MODULE 8 – THE ENVIRONMENT, POLLUTION and ENVIRONMENTAL EDUCATION

1st Session Plan	
	How to manage the ecological footstep, the production of pollution
Learning Outcome addressed in this session	8.1.1 Develop their understanding of the effects of invisible air pollutants with easy experiments and by exploring roles related to air pollution. 8.1.2 Learn what causes air/water pollution and how to investigate the different pollutants that exist, such as toxic gases and particulate matter or chemicals in the water. They will use methods to investigate the technologies to reduce air pollution. 8.1.3 Develop the way to help social groups acquire a set of values and feelings of concern for the environment and the motivation for actively participating in environmental improvement and protection, using demonstrations, or construction of simple particulate matter collectors and by exploring some roles related to air pollution. 8.1.4 Develop awareness and acquire the skills for identifying and solving environmental problems, through methods to understand the daily air quality and trends in air quality. Build and observe a variety of simple models in order to develop an understanding of how experts use these technologies to clean up and prevent air pollution. 8.1.5 To be actively involved at all levels in working toward resolution of environmental problems, showing the factors that affect water/land quality and the conditions that allow for different animals and plants to survive.
Duration	3 guided learning hours
Contents	Meaning, background and context to SDG 13, With rising greenhouse gas emissions, climate change is occurring at rates much faster than anticipated and its effects are clearly felt worldwide. While there are positive steps in terms of the climate finance flows and the development of nationally determined contributions, far more ambitious plans and accelerated action are needed on mitigation and adaptation.

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
10 mins	Introduction of the module: topics and learning outcomes	The educator introduces the topic by asking learners if they have heard of SDG13, can describe the goal or recall any of its targets. The session is then introduced via powerpoint presentation to include: on overview of the module, topics to be covered in the session and the learning outcomes for the session. Learners will be asked if they have any of their own expectations about the session.		
30 min	O know the official documents from the Conference which was the first framework, with principles, and guidelines for environmental education at all levels.	The **Tbilisi Declaration** together with two of the recommendations of the Conference constitutes the framework, principles, and guidelines for environmental education at all levels—local, national, regional, and international—and for all age groups both inside and outside the formal school system.	Learners asked to recall the goal, its interpretation and some key targets Recall key points messages from the video	http://www.gdrc. org/uem/ee/tbilisi .html

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
60 mins	To give resources to educators in partnership with the state's recycling authority and an outdoor-education program, among others.	The activity is to give the vision of a world where everyone understands and experiences the interrelatedness of people and place; where all learners have access to high-quality education with an environmental component; and where all people have the knowledge, awareness, and ability to make decisions that promote health and wellbeing for themselves and their communities.		https://tenstrands.org/
40 min	To know the process that uses mainly microorganisms, plants, or microbial or plant enzymes to detoxify contaminants in the soil and other environments.	Activity is to investigate the motto "Our Climate Our Future" as this is a project of Alliance for Climate Education. ACE's mission is to educate young people on the science of climate change and empower them to take action. In second part learners will use resources pertaining to the Environment. They can choose different interactive activities regarding Recycling and Reusing, Waste disposal, Pollution, Water, Energy saving and Environmentally Friendly and Climate Change. Clicking on the links and following the instructions they will be able to wide their horizons on that issue.	Key factors are summarised on flipchart/iwb	ttps://www.sciencedirect.com/topics/earth-and-planetary-sciences/bioremediation www.acespace.org https://learn.in-life.eu/course/view.php?id=51

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
10 mins	Summary	As a whole group exercise, learners will be asked to recall the main points covered during the session and noted on flipchart paper or iwb.	Recalling and summarising main issues covered	
20 mins	Assessment	In this Unit there will be used the following 5 formative assessment strategies (educators can choose the ones they prefer according to the different classes and level of the learners): • Analysis of Student Works or project • Standardized Tests • Strategic Questioning Strategies. • Think-Pair-Share strategies to use socially • Exit/Admit Tickets if some behaviours are respects or not • One-Minute Papers for the One-Minute Papers for the Instant check of the acquired skills Polls online with Apps as Socrative or PollsEveryWhere	Coverage and accuracy of mindmaps.	
10 mins	Evaluation and closing			

2nd Session Plan
Topic	**What is sustainability and how to act responsibly (desertification, food security, agriculture)**
Learning Outcome(s) addressed in this session	8.2.1 to be aware that S.D. is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs. 8.2.2 To be able to work as a sustainability laboratory. To be able to create solutions to sustainability issues they identify in their own places. Understand that these methods can lead to water pollution when chemicals run off into waterways, deplete the water resources due to overuse, and soil erosion and poor soil quality due to aggressive planting. 8.2.3 To be able to discover together that sustainable consumption is the use of products and services in a way that minimizes the impact on the environment, using two types of natural resources: the renewable ones and those that are not. 8.2.4 To be able to use ecological footprints calculators as one valuable starting point for teachers wishing to engage learners in important dialogues about wide ranging issues of environmental sustainability and resiliency (they are calculations of natural resource use that assess environmental impacts). 8.2.5 To be able to describe and rank how products and services rely on too many natural resources and create too many harmful emissions when consumed, using in case carpooling, renewable energy sources, such as solar or wind power, showing alternative fuel sources, such as biofuels, for our transportation needs and using environmentally friendly cleaning products.

Duration	3 guided learning hours (Suggested delivery in 2x1 + 1x1 hour sessions)			
Contents	Measures to ensure quality education, progress towards SDG13, The year 2017 was one of the three warmest on record and was 1.1 degrees Celsius above the pre-industrial period. An analysis by the World Meteorological Organization shows that the five-year average global temperature from 2013 to 2017 was also the highest on record. The world continues to experience rising sea levels, extreme weather conditions			
Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
5 mins	Introduction to the session	Learners asked to recall key points covered in last session (SDG13 and its, targets, progress towards them and links to sustainability and sustainable development). After, the topics and learning outcomes to be covered in the session are presented.	Points recalled noted on flipchart/iwb	Powerpoint presentation on Education Module
30 mins	To describe what is sustainability And how to act with limited resources	The Morningside Center for Teaching Social Responsibility has a group of 19 lessons for K-12. In a globalizing world of limited resources and unlimited ingenuity, colleges and universities play a vital role in preparing students to meet the sustainability challenges of the future. The imperatives of sustainability point not only to new course content, but also to new ways of teaching that content. As a project with relevance across the disciplines, sustainability presents a valuable paradigm for rethinking pedagogy.	Learners asked to recall the goal, its interpretation and some key targets	https://cft.vanderbilt.edu/guides-sub-pages/teaching-sustainability/ **Google** offers free online environmental sustainability lesson plans for grades 5-8.

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
30 mins	How to combat misinformation	In this lesson, learners delve into local impacts of climate change and try their hand at beating the odds to see how climate change really is loading the dice and increasing the odds of more extreme weather.	Learners asked to recall the goal, its interpretation and some key targets	https://ncse.ngo/ supporting-teachers/classroom-resources
30 mins	To be introduces to the ones who takes care of the sustainable development	Teaching About Global Climate Change provides free, online professional development modules for geography and social studies teachers at middle and high school levels. The session provide information and materials for teachers who are preparing to teach about global climate change.	Key factors are summarized on flipchart/iwb	
30 mins	On this page there are resources pertaining to the Home Environment. Click on the links and follow the instructions.	We all want a healthy planet for today and tomorrow. The small choices we make each day can help us get there. Learn simple tips from Google, one college in Scotland to help people and the planet thrive together. Through Morningside Center's research-based programs, educators in hundreds of schools have brought transformative change to their classrooms, schools, and students' lives.	Learners asked to recall the goal, its interpretation and some key targets	https://yourplanyourplanet.sustainability.google/ https://www.morningsidecenter.org/climate-change https://learn.in-life.eu/course/view.php?id=53

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
20 mins	The idea is to give science teachers the tools and skills they need to help their learners overcome misconceptions and misinformation about climate change.	Participants will reach those teachers who don't have easy access or haven't been exposed to high-quality lessons and professional development when it comes to climate change and evolution. NCSE aims to help all of them improve their teaching practices.	Learners asked to recall the goal, its interpretation and some key targets	https://ncse.ngo/supporting-teachers
20 mins	Assessment	In this Unit there will be used the following 5 formative assessment strategies (educators can choose the ones they prefer according to the different classes and level of the learners): • Analysis of Student Works or project • Standardized Tests • Strategic Questioning Strategies. • Think-Pair-Share strategies to use socially • Exit/Admit Tickets if some behaviours are respects or not	Scope and accuracy of mindmaps.	

		• One-Minute Papers for the One-Minute Papers for the Instant check of the acquired skills Polls online with Apps as Socrative or PollsEveryWhere.		
Timing	**Purpose**	**Learning activity / task**	**Methods of checking/ assessment for learning**	**Resources**
10 mins	Summary of contents	Learners to recall main learning points and issues raised in the session.		
5 mins	Evaluation and closing	Learners will be asked to reflect on the session using a template provided by the educator		*Template for Reflection*

3rd Session Plan	
TOPIC	**The Climate Change and Conservation**
Learning Outcome(s) addressed in this session	8.3.1 **To be aware** that Earth's climate is always changing. To understand that Earth's climate is getting warmer and small changes in Earth's temperature can have big effects (some are already happening as some snow and ice to melt). The warming also has caused oceans to rise. 8.3.2 To be aware about the effect of climate change looking at the documentary *Before the Flood*, featuring actors journeying to five continents and the Arctic to see the effects of climate change. To use the 2006 film *An Inconvenient Truth* and its 2017 sequel, *An Inconvenient Sequel: Truth To Power,* in order to have curricular materials created in partnership with the National Wildlife Federation. 8.3.3 Know and discriminate that two other terms that are often incorrectly used interchangeably are "global warming" and "climate change." 8.3.4 They will be able to use the environment and the local natural resources to highlight their everyday life. They are in charge to find a way to recycle and pick up in the neighborhood. They will perform during an outdoor activity and then they will be able to socialize the experience using social issues as hashtaghs. They will use the #trashtag challenge on Twitter, for example. 8.3.5 They will behave on a way in order to show the reduction of the personal carbon footprint. They will behave in order to know how to reduce the impact on global temperature rise and they will show the importance of the individual action in reducing the impact of their activity on the local environment.
Duration	3 guided learning hours
Contents	Mitigating climate change and its impacts will require building on the momentum achieved by the Paris Agreement on Climate Change, which entered into force on 4 November 2016. Stronger efforts are needed to build resilience and limit climate-related hazards and natural disasters.

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
5 mins	Recap of previous sessions	Educator ask learners to recall key learning points and issues covered in previous sessions on education	Issues recalled noted on flipchart or iwb.	
40 mins	To have a list of organizations which provide reviewed listings of the best available learners and educators resources related to global climate change, including NASA products. It's possible to visit virtually the Museum of the Earth, the Cayuga Nature Center, and Smith Woods, the Paleontological Research Institution.	This reviewed collection of NASA Earth and space science resources is for educators of all levels. The *Teacher-Friendly Guide™ to Climate Change* includes both the basics of climate change science and perspectives on teaching a subject that has become socially and politically polarized. It pursues and integrates education and research, and interprets the history and systems of the Earth and its life, to increase knowledge, educate society, and encourage wise stewardship of the Earth.	Learners asked to recall the goal, its interpretation and some key targets	https://climate.nasa.gov/resources/education/ https://priweb.org/index.php/pubs-special/pubs-spec-5813-detail

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
45 mins	Some institutions anchor a variety of classroom resources based on peer-reviewed science. From data-rich activities and case studies to high-quality videos and interactive media, resources are designed to connect learners to big ideas in biology, promote engagement with science practices, and instill awe and wonder about the living world.	the BioInteractive website provides educators with planning tools to build resource playlists and storylines, and professional learning materials and opportunities to deepen their scientific and pedagogical expertise. The Ripple Effect envisions a future where all learners and families have the knowledge and creativity they need to strengthen communities in an era of climate change and sea-level rise.	Learners asked to recall the goal, its interpretation and some key targets	https://www.biointeractive.org/classroom-resources?search=&f%5B0%5D=topics%3A73 https://rippleeffectnola.com/
45 mins	The impacts of climate change are far reaching and likely to affect all of our lives: From changes in the weather, to questions about food security and how we produce and use energy.	The Zinn Education Project promotes and supports the teaching of people's history in classrooms across the country. This project has introduced learners to a more accurate, complex, and engaging understanding of history than is found in traditional textbooks and curricula. Accurate education about climate and energy topics has never been more important, and it can		https://www.zinnedproject.org/campaigns/teach-climate-justice https://www.globalonenessproject.org/library/collections/climate-change

| | | be challenging to locate reliable, vetted educational materials to use in the classroom. CLEAN is here to help you find the resources that you need, without wondering about their scientific credibility or educational value. | | http://myclyde.ac.uk/course/view.php?id=82 |

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
25 mins	Here it is possible to discover the role of the social media in the diffusion of the information about the climate change and how a common action can be useful to change the mindset of the population	#trashtag was launched by a man in Arizona it has already become viral. At least 400 thousand people have already posted their photos after cleaning up a corner of the world.	Learners asked to recall the goal, its interpretation and some key targets	https://www.instagram.com/explore/tags/trashtag/ https://twitter.com/hashtag/trashtag
5 mins	Summary of contents	Summary of main issues covered during the session – learners asked to recall main issues/points covered	Points recalled are noted on flipchart/iwb and supplemented by educator, if required	

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
30 mins	Assessment	In this Unit there will be used the following 5 formative assessment strategies (educators can choose the ones they prefer according to the different classes and level of the learners) • Analysis of Student Works or project • Standardized Tests • Strategic Questioning Strategies. • Think-Pair-Share strategies to use socially • Exit/Admit Tickets if some behaviours are respects or not • One-Minute Papers for the One-Minute Papers for the Instant check of the acquired skills Polls online with Apps as Socrative or PollsEveryWhere.	Scope and accuracy of mindmaps.	Brief for mindmapping exercise
5 mins	Evaluation and Closing	Learners to complete a reflective evaluation form and participate in a short plenary.		

MODULE 9 – PEDAGOGICAL SKILLS

1ˢᵗ SESSION PLAN	
Topic	**Reflective Practice in Education**
Learning Outcome(s) addressed in this session	9.1.1. Identify networks within own organisation and beyond (locally, regionally, nationally and globally) that can support own professional development 9.1.2. Identify continuing professional opportunities (locally, nationally and beyond including online sources) to be able to select suitable opportunities to bridge own competence and skills gaps 9.1.3. Use professional networks (locally, nationally and beyond including online sources) for own professional development to address identified skills gap 9.1.4. Reflect on professional practices including a previously delivered session to identify areas for improvement including what would be done differently, if the session was to be delivered again 9.1.5. Recognise the value of professional networking and collaboration in improving teaching and learning to provide an enjoyable learning experience and improve outcomes for learners
Contents	The meaning of reflection in teaching, the educational basis for reflection, models of reflection and identification of competence gaps and opportunities for CPD.
Duration	4 guided learning hours

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
	Pre-session activity	1. Participants to read article/text on reflective teaching as a flipped learning activity.		https://www.youtube.com/watch?v=0glFJMYv1JY
5 mins	Introduction of module	2. The educator introduces the module by making a Powerpoint presentation covering: • The module 'Professional Engagement' • The structure of the Course for Adults Educators • The structure of the module Reflective practice The session outcomes		Ppt. presentation on module
25 mins	The meaning of reflection in teaching	3. Participants are asked to define 'reflective teaching' drawing upon the flipped learning activity (reading and YouTube video) and write down their definitions using Padlet (digital tool that enables sharing and collaborative working). Participants' definitions are discussed, and the activity is summarised by providing a list of common definitions and meaning of reflection in teaching. Participants will have been invited to join Padlet previously and about 15 mins will be spent to help everyone login to the app)	Participants asked to recall and note the key issues/points raised and summarised on flip	Handout: The meaning of reflection and reflective teaching. 1. YouTube video on reflective teaching and learning. https://www.youtube.com/watch?v=ofGaDa3o6qQ Duration: 3.49

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
		After the summary, participants will watch a short video on reflective teaching, and will be asked to note the key issues raised, and any gaps in their knowledge and skills in respect of reflection, arising out of the video.	chart, iwb	
30 mins.	Characteristics of Effective Educators	4. Participants are asked to list what they consider to be the characteristics of a good educators and a bad educator. Then in small group they will list the top 5 professional, teaching and favourite teacher qualities. 5. The activity will be concluded by comparing participants' list with a list based on research among participants 6. Participants will then do an exercise to identify competence gaps, which also requires to identify actions to bridge the identified gaps 7. Participants invited to share competence gaps and any action they propose to take	Listing and grouping educator qualities.by participants. Completed template in identifying gaps and proposed actions	1 - 1.3 Worksheet – Activities Activity 1 1.3 Presentation- Session on Reflective Practice .pptx 2 - 2.3 Worksheet - Identifying Competence Gaps

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
40 mins	Models and tools for reflection	8. Participants will be asked to identify the extent to which reflection features in their daily lives and work, and how it is done, and identify any gaps in their own knowledge and practice and in the practices of their organization by completing a worksheet. 9. Participants are asked about the educational and pedagogical basis for reflection with responses noted. 10. Models of reflection are introduced as a ppt. presentation, focusing on the better-known models by Kolb, Gibbs, and Moon. 11. In small groups or pairs (depending on group size) participants will be asked to discuss and record the similarities and differences between the different models of reflective practice, and feedback to whole group.	Observation of discussions	Handout: 1.3 Models of Reflective Practice in Teaching. 1 - 1.3 Worksheet – Activities Activity 3 1.3 Observation of Group Discussions

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
30 mins	Reflective Tools	12. Participants are invited to talk about any reflective tools they use in their day to day work or personal life (both manual/traditional and digital. Tools are noted on Padlet/Flipchart and discussed. 13. A range of tools both digital and traditional are presented and discussed. The session summarized by providing a list of generally free digital tools that the educator can use in reflection.		Handout: 1.3 Digital tools for reflection
30 mins	Theoretical and educational bases for reflection in teaching	14. Educator uses the practices identified above to identify the reflective process, linking it to Kolb's Learning Styles theory, and give out handout on Kolb's theory and Dewey noting process iwb/flipchart. 15. Participants to undertake Exercise linking Kolb's reflective cycle to a reflective teaching experience	The reflective process is summarised (iwb/ppt.) and participants asked to represent it in the form of a mind map.	Handout/ppt slide: 1.3 Presentation- Session on Reflective Practice 1 - 1.3 Worksheet – Activities Activity 2

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
40 mins	Practice in Reflection	16. Participants are presented with a generic reflective cycle together with some questions to consider in in reflection. 17. They are presented with a generic template and asked to reflect by populating it (either on paper or any online tool with which they are familiar) using the guidance provided. 18. Following completion of the generic template, participants are asked to reflect on the session/week's training activity by populating a reflective tool, and recording all or part of their reflection, using any audio- visual tool.	Discussion: Participants are asked to identify the link the reflective process models discussed earlier (Kolb, Gibbs and Moon)	1.3 Presentation- Session on Reflective Practice (slide: reflective cycle) 3 - 1.3 Worksheet - personal reflection 4 - 1.3 Worksheet Reflecting on teaching

Timing	Purpose	Learning activity / task	Methods of checking/ assessment for learning	Resources
40 mins	Assessment	19. Educator demonstrates how to use the software for the mind mapping exercise with participants doing a practice exercise. 20. Participants will undertake a mind mapping activities (individually or in small groups, depending on group size and availability of digital resources) and on completion, mind maps are shared digitally and similarities and differences between the mind maps discussed. The exercise will involve mind mapping of reflection with an emphasis on digital reflection up to at least 2 levels. 21. Mind maps are shared, similarities and differences identified and discussed.	Mind maps produced by participants	Each participant to have access to digital device (tablet, laptop smart phone or desktop pc) with mapping software pre-installed or on network e.g Xmind. Mind mapping exercise-1 - 1.3 Worksheet – Activity
	Summary of Contents	22. The educator to ask learners to recall the main learning points and issues covered. Contributions will be noted and supplemented by the educator, if required	Recalling key points covered	
	Evaluation and Closing			

MODULE 10 – DIGITAL SKILLS

1ˢᵗ SESSION PLAN	
TOPIC	**Selecting Digital Resources**
Outcomes addressed in this session	10.1.1. Select, modify and combine existing resources to create learning activities that are tailored to a specific learning objective and learner group. 10.1.2. Discuss possible restrictions in the use of digital resources (e.g. copyright, file types, accessibility), drawing a list of the main restrictions in a presentation to adult learners 10.1.3. Use different digital devices and resources (e.g. Interactive White Board, mobile devices) in the classroom with adult learners to motivate and engage them, thereby improving their learning experience 10.1.4. Design collaborative learning activities in a digital environment (e.g. blogs, Wikis, virtual learning environments) for group projects, requiring presentation of results and outputs digitally 10.1.5 Use digital technologies for assessment, thereby enhancing the suitability of use of digital technologies to enable learners to share insight and receive peer-feedback. 10.1.6. Willingness to experiment with and develop new formats and methods for embedding digital technology in teaching and learning.
Duration	4 hours

Step by Step	The pros and cons of digital resources in teaching and learning, digital resources and tools used in learning, selecting digital resources, using digital tools for collaborative learning, copyright and OER.			
Timing (approx.)	Specific Learning objective covered and/or purpose	Learning activity/ task	Methods of checking/ assessment for learning	Resources
Learners own time	Flipped learning activities	1. Learners will be required to view a short video on vide on collaborative learning and read an article on digital tools for which links will be provided.		1. YouTube video on collaborative learning. https://www.teachthought.com/technology/12-tech-tools-for-student-to-student-digital-collaboration/ https://youtu.be/czHcz80-vb4 2. 3. https://www.youtube.com/watch?v=rWEwv_qobpU

Timing *(approx.)*	Specific Learning objective covered and/or purpose	Learning activity/ task	Methods of checking/ assessment for learning	Resources
10 mins.	Introduction and expectations	2. The session will start by considering learner expectations. Each learner will take two post-its with different colours. For example, green post-it for expectations and blue for contributions. Learners will write down some key words that represent their expectations about the session (green post-it) and contributions as well (blue post-its): - Green post-it: What do I expect from this lesson? Blue post-it: How will I contribute to the session performance*?* 3. After, the contributions will be placed on a flipchart be a flipchart divided in two parts. One for expectations and the other for contributions. Each person will stand up and will put his/her expectations and contributions on the flipchart, while sharing the key words, and why, with the others. During that time, the educator can group the expectations and contributions depending on common elements among them. The educator will close this part of the session by summing up learners' expectations and contributions on a flipchart or IWB.	Learner contributions	

Timing (approx.)	Specific Learning objective covered and/or purpose	Learning activity/ task	Methods of checking/ assessment for learning	Resources
20mins		4. The educator introduces the until by explaining the aim of the module and the learning outcomes covered. 5. Brainstorming activity: Learners will be asked to discuss why digital resources are used in teaching and learning. Learners will respond with key words and explain why such words, inviting learners to discuss about it. The educator will write down main ideas on a whiteboard or a flipchart. At the will sum up ideas from brainstorm. This activity can be done individually or in pairs depending on the size of the group.		*PowerPoint presentation of module*
30 mins	Key Concepts	6. The educator will pick main ideas from previous brainstorm and highlight the fact that we can't nowadays live without digital technology. That's why, it is essential to address this issue in teaching and learning as well as a basic life skill. After that, the educator introduces the key concepts for this unit through their definitions: - Digital resources - Digital Tools - Digital devices - Learning platforms and VLEs - Open Educational Resources (OERs*)*	Key concepts noted on flipchart or IWB	

		7. As an extension activity and leading into the main topic, learners will be asked to name digital tools that could be used for collaborative learning, based on recommended pre-session reading. Suggestions will be noted, discussed, and supplemented by a list of popular/common tools that can be used for collaborative learning.		
Timing *(approx.)*	**Specific Learning objective covered and/or purpose**	**Learning activity/ task**	**Methods of checking/ assessment for learning**	**Resources**
35mins	Digital resources for teaching and learning	8. Learners will explore one by one different digital learning and training resources. The set of resources will be diverse, so they can represent different learning purposes. If any learner knows a resource or game already, he/she can suggest too. • First, learners will get introduced to "Kahoot!" (https://kahoot.com/), which is a gaming platform for playing and creating quizzes. Then, learners will be asked to play one game. For example, it can be the FAKE OFF quiz, which was created in another Erasmus+ project on promoting media literacy to fight against fake news. Alternatively, the educator can set up the Kahoot! in advance by using the Guide.	Learners' contributions to the summary	Guide to Setting Up Kahoot! (https://kahoot.com/

30 mins		• After playing the game, learners will be invited to reflect critically on this digital resource and how it can be used (strengths, weaknesses, possible improvements, etc) They will work in pairs and write down for sharing with the rest of the group. The answers will be noted and used as a basis for a whole group discussion and supplemented by the educator, if necessary. • The educator supplement learner' contribution, if necessary and summarise them on a flipchart/iwb. *9. MOOCs* Learners will be introduced to MOOCs (Massive Open Online Courses) and asked to start doing a MOOC. For example, the Council of Europe "HELP Online Courses" (http://help.elearning.ext.coe.int/). They will have to open an account, to explore the different online courses available and to start one of them by doing the first module(s). 10. After using the MOOC, learners will be invited to reflect on pros and cons of this method of learning and the circumstances in which they will use it for their own learning as facilitating their learners' learning. This activity can be done individually or in groups of 2-3 depending on the size of the group.	Key points contributed from the reflection.	

Timing (approx.)		Learning activity/ task		
30 mins		11. *Video Tutorials* - *learners will get introduced to video tutorials, which are tools to provide knowledge about specific topics depending on the learning purposes. Then, they will be asked to watch a set of video tutorials. For example, they will go to Moodle platform (https://moodle.com/) and they will follow these videos about how to use Moodle (Learn Moodle Basics 3.5).* 12. *After using the video tutorials*, learners will be invited to reflect on pros and cons of this method of learning and the circumstances in which they will use it for their own learning as facilitating their learners' learning. This activity can be done individually or in groups of 2-3 depending on the size of the group. Contributions will be shared and noted on flipchart/iwb by educator.		

Timing (approx.)	Specific Learning objective covered and/or purpose	Learning activity/ task	Methods of checking/ assessment for learning	Resources
15 mins	Copyright and use of published information	13. Learners are asked to recall the key rules, regulations and restrictions in using published materials that are not OER, including educational use (Covered previously in another module). Learners will then watch a TED video summarising the rules and regulations that apply to copyright). The key points will be noted on flipchart or iwb.	Recalled list of rules, regulations and restrictions in using copyright information.	Presentation materials RANSLEY, L. (2011), *Copyright in the Digital Age*. *TEDx*

Timing (approx.)	Specific Learning objective covered and/or purpose	Learning activity/ task	Methods of checking/ assessment for learning	Resources

		• *RANSLEY, L. (2011), Copyright in the Digital Age. TEDx Goodenough College. Relevant fragments to show to learners:*
		     o *From 4:42 to 5:07*
		     o *From 6:57 to 7:56*
		     o *From 8:27 to 9:22*
		     o *From 9:54 to 11:14*
		
		 • The discussion will also extend to the consequences and penalties for infringing copyright.
				Goodenough College

45 mins	The use of digital tools in collaborative learning	14. Learners will be split in small groups (2-3-) for this activity. They will have to develop a learning activity requiring learners to use digital resources for executing the assignment and presenting their work. • The educator will provide a template/table to guide the development of the session. At the end of this exercise, each group will have 5-7 minutes to present their assignment to the others using digital tools/technology. A plenary can also follow the presentations. • The educator to observe and record team member participation and contributions to the exercise.	Groups' presentations	*Educator Observation Form* *Brief for Collaborative Learning*

Timing (approx.)	Specific Learning objective covered and/or purpose	Learning activity/ task	Methods of checking/ assessment for learning	Resources
5	Summary of contents	15. Learners asked to recall the main points covered in the session, and the educator summaries them on flipchart/iwb.		
20	Closing and Evaluation	16. This activity involves learners reflecting on the session, using a template provided, followed by a very short plenary. This will be personal reflection and volunteers will be asked to share their reflections with the rest of the group.		*Template for reflection*

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