Beyond Retirement – A Migrant Integration Resource [BRAMIR]

O3: Induction Training Programme – Lesson Plan

February 2018

Project Title:	Beyond Retirement – A Migrant Integration Resource
Project Acronym:	BRAMIR
Project Number:	2016-1-DE02-KA204-003275

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Module 1: Overview of the BRAMIR Project and General Approach

BRAMIR Lesson Plan for F2F Sessions

Learning Outcomes: On completion of this workshop, adult educators and volunteer manager (learners) will be able to:

❖ Understand the importance of seniors, retirees and migrants in society
❖ Address the educational needs of the target group in an appropriate and needs-driven manner
❖ Apply pedagogic principles, methods, techniques and strategies in the learning process
❖ Develop the core project-related competences of the learner group

Contents	Instruction Method	Timing (minutes)	Materials/ Equipment Required	Advice/Tips for the Tutor	Assessment/ Evaluation	Further Reading/Link to Resources
Overview of BRAMIR Project: • rationale • aims & objectives • target groups	Group Discussion Spider-grams Presentation Q&A	30 minutes	• Whiteboard • Markers • Paper • Pen • Video-projector • Computer The tutor should use the PPT file "BRAMIR IO3: Induction Training Programme PPT Module 1: Slides 2-7 to present the rationale, main aims and objectives of the project and target group.	The tutor asks questions such as: 1.) Why are seniors and retirees important to be actively involved in the society? 2.) What is the potential impact of their activity (both from a societal and personal perspective? 3.) What can you tell about migration? What is it and does it happen? 4.) Can seniors and	The trainees will design spider-grams, one for each question, containing the most important ideas discussed. Another spider-gram should contain the aims and objectives of the project.	

				retirees help migrants integrate into their local communities? And how? **See the the document "How to use a spidergram or a spider diagram" at the end of this Lesson Plan.**		
Role of adult educators and volunteer manager	Group Discussion Presentation	15 minutes	• Whiteboard • Markers • Paper • Pen • Video-projector • Computer The tutor should the PPT file "BRAMIR IO3: Induction Training Programme PPT Module 1: Slides 8-9 to present the role of adult educators and volunteer manager	This section should be an open discussion between the tutor and the trainees, following the presentation of the PPT presentation. The Tutor would be expected to facilitate a short discussion.	Discussions	
Teaching techniques and explanation of the blended approach	Group Discussion Spider-grams Presentation Q&A Peer learning	30 minutes	• Whiteboard • Markers • Paper • Pen • Video-projector • Computer	The tutor explains the usefulness of the blended approach. Then, taking into account all the previous	Which project objectives are addressed through the discussed techniques?	http://bramir.eu/en/home/:get_page/flipbook/action/view/bookid/47&viewportheight=668&viewportwidth=1320&fla

				discussions, the tutor and the trainees work together to identify the best teaching techniques for working with migrants. A sample of the techniques should be demonstrated. The trainees should be encouraged to ask each other questions based on their personal experiences. All the techniques will be written in the spider-gram. When this exercise is completed the trainees should be invited to compare their answers to those in the PPT presentation.	Each trainee should think about it from their perspective and write down their answer. Then, each learner should be encouraged will read their ideas.	sh=true
			The tutor should the PPT file "BRAMIR IO3: Induction Training Programme PPT Module 1: Slides 10-11 to lead the discussions.			
Training principles	Group Discussion Spider-grams Presentation Q&A	25 minutes	• Whiteboard • Markers • Paper • Pen • Video-projector • Computer	The trainees and the tutor discuss the most important principles to be used in the training or learning process proposed by	Design an activity taking into account the principles and techniques discussed.	http://bramir.eu/en/home/:get_page/flipbook/action/view/bookid/47&viewportheight=668&viewportwidth=1320&fla

				BRAMIR.		sh=true
			The tutor should the PPT file "BRAMIR IO3: Induction Training Programme PPT Module 1: Slides 11 to illustrate the main training principles.	The trainees should highlight their importance, giving details about each. The trainees will answer the following questions: 1.) What can be achieved by applying these teaching principles? Which is the main result? 2.) Are the teaching techniques involving the trainees? 3.) How being actively involved can help them?		
Competences	Group Discussion Spider-grams Presentation Q&A	20 minutes	• Whiteboard • Markers • Paper • Pen • Video-projector • Computer The tutor should the PPT file "BRAMIR IO3:	1.) What are the types of competences that should be addressed? 2.) Under each category i.e. civic and social, which competences should you consider to be	Connect the proposed techniques to the key competences. Do they fit?	http://bramir.eu/en/home/:get_page/flipbook/action/view/bookid/47&viewportheight=668&viewportwidth=1320&flash=true

			Induction Training Programme PPT Module 1: Slides 12-13 to present the competences identified through the Research Report IO1.	more important? And Why? 3.) How could you or we further develop them?		
	Total time:	**2 hours**				

HOW TO USE A SPIDERGRAM OR A SPIDER DIAGRAM

Spider diagrams are visual tools used to organize data in a logical way. A main concept is laid out on a page and lines are used to link ideas. As more ideas branch out, you're left with a graphical representation of something that may otherwise be difficult to understand. For most, visualization is the best way to fully comprehend something. When dealing with complex information, creating a spider diagram is a quick and easy way to organize concepts and ideas. When data is shown as a map or diagram, it more closely reflects the way our brains are structured.
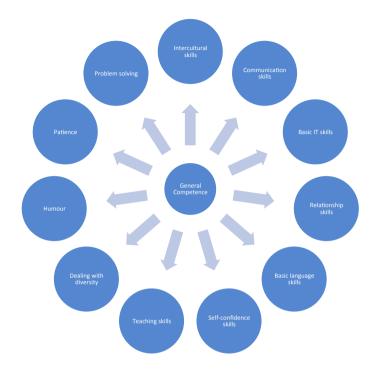
How to make a spider diagram

1. Choose a broad concept and place it in a circle.

2. Use lines to link to ideas that relate to your concept.

3. Get more detailed by linking from one idea to another, getting more specific as you go.

4. Once finished, review your diagram to see if it makes sense and fine-tune if needed.

Note: the trainer should draw the spidergram on the table and fill in the boxes as the trainees give their answers or as the trainer himself presents certain aspects of a certain subject placed in the center.

Module 2: Introduction to TTT Curriculum

BRAMIR Lesson Plan for F2F Sessions

Learning Outcomes: On completion of this workshop, adult educators and volunteer manager (learners) will be able to:

❖ Understand how to use the Train the Trainer Curriculum
❖ Understand the general aim and overview of the Train the Trainer Curriculum
❖ Be aware of the final structure of the TTT Curriculum
❖ Use the guidelines decided by the partnership
❖ Implement the recommendations and tips provided in order to deliver the training more effectively

Contents	Instruction Method	Timing (minutes)	Materials/ Equipment Required	Advice/Tips for the Tutor	Assessment/ Evaluation	Further Reading/Link to Resources
How the TTT was conducted Short presentation of how the modules were decided and short presentation of the IO1 findings.	PPT presentation / Lecture	20 minutes	Projector and PPT from slide 16 to slide 18.	Follow the information contained in the PPT from slide 3 to slide 4.	N/A	
Overview and aims of the TTT The trainer gives an overview of the content of the curriculum.	PPT presentation / Lecture	20 minutes	Projector and PPT from slide 19 to slide 21	Follow the information contained in the PPT from slide 5 to slide 6.	N/A	
Structure of the TTT Curriculum and how to deliver the training	PPT presentation / Lecture	30 minutes	Projector and PPT slides 22 and 23	Follow the information contained in the PPT from	N/A	

Presentation of each module. (content / time / resources).				slide 7 to slide 10.		
Train the Trainer Curriculum - Guidelines	PPT / Lecture / Open discussion	20 minutes	Projector and PPT slide 24 + Additional Content - Resource 2.1	Follow the information contained in slide 11. The trainer can also provide to the group the Resource 2.1 in English with all the guidelines prepared by the partners. Then he or she encourages an open discussion in order to allow to the participants to share their own suggestions and feedback on these guidelines.	N/A	
Recommendations and tips	PPT / Lecture / Open discussion	20 minutes	Projector and PPT slide 25	The trainer recommends to the participants how to implement the	N/A	

				curriculum in order to achieve better results.		
	Total time:	**1 hour and 50 minutes**				

Module 3: Introduction to Psychographic Profiling Tools

BRAMIR Lesson Plan for F2F Sessions

Learning Outcomes: On completion of this workshop, adult educators and volunteer manager (learners) will be able to:

- ❖ ... understand some theoretical relationships of Psychographic Profiling
- ❖ … understand of significance of profiling tools in BRAMIR
- ❖ … to apply Psychographic Profiling tool MBTI® - https://www.16personalities.com/free-personality-test
- ❖ … to match the Interests & Skills of volunteers and migrants

Contents	Instruction Method	Timing (minutes)	Materials/ Equipment Required	Advice/Tips for the Tutor	Assessment/ Evaluation	Further Reading/Link to Resources
1.0 - Opening Session	Introduction	**10 mins.**	Flipchart; Markers	Tutor introduces himself briefly Present agenda & learning outcomes Present the previously prepared Flipcharts and take notes if necessary Ask participants if they agree with the agenda and the learning outcomes. Do they want to add something? If yes, take a note on the Flipchart.	N/A	N/A

				Place the agenda on the wall afterwards, so that it is visible during the whole module. During the module you will tick off the items that have been covered			
1.1 - What are Profiling tools? 1.2 - *Significance of profiling tools in BRAMIR*	Theoretical input	**30 mins.**	Projector and Screen or suitable blank surface - Laptop or Computer; PowerPoint Presentation from slide 27 to slide 32.	Tutor gives a very briefly theoretical input to set the scene and shows a video Using PowerPoint slides and video, tutor introduces the "Holland's theory" Using PowerPoint slides, tutor introduces the **"Myers-Briggs Type Indicator®"** and the different personality types 3-5 participants discuss why psychografic profiling tools are	N/A	R.1.1 https://www.youtube.com/watch?v=aKn1Url_I7A / CAREER INTEREST TEST IMPORTANCE R1.2 https://www.youtube.com/watch?v=ZPSa26Z5Wbk / holland's theory R1.3 https://www.careerkey.org/choose-a-career/holland-personality-types.html#.WfsQaeLl0as R1.4 https://www.16personalities.com/personality-types R1.8 Handmaterial – Overview to

	Group discussion			necessary in BRAMIR

The groups put forward an opinion.

The tutor summarizes - the profiling tools are in the contexts of matching senior volunteers and migrants to create sustainable learning partnerships | | psychografic profiling tools |
| | Reflection | | | | | |
| 1.3 – Online Personality test | Introduction | **60 mins.** | Projector and Screen;

Laptop or Computer;

PPT slides 33 and 34.

Copies of PowerPoint slides printed for all learners;

Access to the BRAMIR E-learning Platform | the tutor presents an overview of some of the key features of the online Personality test.

to introduce participants to the key functions of the profiling tool, the tutor will invite learners to use the platform R1.7

Learners will be asked to spend 20 | N/A | |
| | Individual Exercise | | | | | R1.7 https://www.16perso nalities.com/free-personality-test |

				minutes testing and practicing with the profiling tool. Following this exercise, the tutor will conduct a group feedback session to assess how competent the learners were with using these resources. Learners will use this session to test their competence in using the profiling tool and will address any questions they have to the tutor.		
1.4 Preparing for self-study	Discussion	**10 mins.**	Flipchart and marker	Tutor introduces the group to different ways they can apply what they have learned to their every day life. Tutor plays this short video	N/A	R1.4 https://www.16perso nalities.com/persona lity-types R1.5 https://www.youtube. com/watch?v=A7vZ WJFbt3M / What is the Career Strengths: Interests

				Following on from this video, the tutor leads a brief group discussion to match on the Interests & Skills of volunteers and migrants. Learners use this opportunity to clarify any uncertainties or barriers to using the psychografic profiling tool.		& Skills? R1.6 Holland, John L. (1997): Making vocational choices: A theory of vocational personalities and work environments. Odessa. R1.7 https://www.16personalities.com/free-personality-test R1.8 Additional content – Resource 3.1
1.5– Closing session and evaluation	Summary Self-reflection Final discussion	**10 mins.**	Flipchart and marker	Tutor closes the workshop with a short verbal feedback session and will answer any questions that learners might have about the BRAMIR profiling tool. Tutor will record the feedback and comments given by learners on a flipchart.	N/A	

				Tutor thanks all learners for their participation and attention throughout the session		
	Total time:	**2 hours**				

Module 4: Introduction to e-learning

BRAMIR Lesson Plan for F2F Sessions

Learning Outcomes: On completion of this workshop, adult educators and volunteer manager (learners) will be able to:

❖ Understand what is online learning
❖ Use an online platform for learning.

Contents	Instruction Method	Timing (minutes)	Materials/ Equipment Required	Advice/Tips for the Tutor	Assessment/ Evaluation	Further Reading/Link to Resources
Brainstorm activity	Group discussion	15 minutes	Projector and PPT slide number 37. Whiteboard Markers Post-it	The tutor starts the training session with a brainstorming activity. S/he writes in the middle of the whiteboard the word "E-learning" and asks: "What does e-learning means?" "What does "e" stand for?" "Which are the keywords related to e-learning?". The trainer writes each participant's input on a different post-it (1 input, 1 post-it) and as participants speak, s/he clusters their thoughts so as to have, for example, inputs for its definition, input about the environment in which e-learning is delivered, people involved etc. He will start deductively from participants' contributions to introduce the definition of e-learning contained in the PPT.	N/A	
The evolution of learning	PPT presentation	10 minutes	Projector and PPT slides number 38 - 39	Follow the information contained in the PPT from slide 38 to slide 39	N/A	
Activity: The trainer introduces the evolution of learning by	Group activity and PPT presentation	20 minutes	Projector and PPT slide number 40. Images of the	The group has to try to put the images in the correct chronological order and guess what it is. The correct order is:	N/A	

<u>presenting participants with different images (either projecting them or by having them on paper)</u>			evolution of learning	1. Paintings on cave walls 2. Various types of abacus 3. Writing slates and blackboards 4. Books and handbooks 5. Stencil devices were used to produce short copy runs (typically 10–50 copies) for classroom or home use (beginning 1900) 6. The use of media for instructional purposes with the introduction of educational films (1900s) 7. Slide projectors were widely used during the 1950s; the 1970s and 1980s 8. Computer-based learning 9. Video-conferencing and web-based trainings by University mid 1990s; Improved Internet functionality enabled new schemes of communication with multimedia or webcams. Nowadays learners growing up in this digital age have extensive exposure to a variety of media. This activity shows participants how learning has changed during different moments of history. It will then lead the trainer and the participants to see what the BRAMIR e-learning platform looks like.		
<u>Examples of e-learning courses.</u>	PPT presentation	25 minutes	Projector and PPT slide number 41:43	Show to the educators and volunteers managers the link in the PPT.	N/A	See the link on slides 6 and 7.

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Activity 3	Group and individually activity. PPT presentation.	20 minutes	Projector and PPT slide 44	The trainer explains that this approach is reflected in each Unit of BRAMIR Induction Training Programme. E-learning may not be delivered exclusively online but can be sometimes mixed with more traditional learning environments, like face-to-face. In that case, we talk about blended learning. **See the ACTIVITY 1 at the end of this Lesson Plan**.	N/A	
Advantages of synchronous online learning and Advantages of asynchronous learning.	PPT presentation	5 minutes	Projector and PPT slide number 45 and 46.	The trainer briefly asks participants a final question: "However, all in all, which are in your opinion the advantages and disadvantages of e-learning?" Participants freely give their opinions about it.	N/A	
Advantages, Disadvantages and tips about your online learning	Group discussion PPT presentation	15 minutes	Projector and PPT slides number 47:49	Follow the PPT from slide 47 to slide 49	N/A	
BRAMIR E-learning Platform and BRAMIR Digital Toolbox	PPT presentation	10 minutes	Projector and PPT slides number 50:52	Follow the PPT from slide 50 to slide 52 and show to the learners the BRAMIR e-learning portal and the digital Toolbox on BRAMIR website: www.bramir.eu.	N/A	
	Total time:	**2 hours**				

ACTIVITY 1:

The trainer shows the video https://www.youtube.com/watch?v=nNuYcAHVALM until 1:13 and asks participants to take note of what Linda Sudlesky, Instructional designer, defines as synchronous and asynchronous e-learning.

(Synchronous learning occurs in real-time, with more participants or all participants interacting at the same time, during the same period. Asynchronous learning is self-paced and allows participants to engage in the exchange of ideas or information without the dependency of other participants' involvement at the same time.)

The tutor stops the video at 1:13 and asks participants to define what is synchronous and asynchronous e-learning

Then, according to these definitions, the tutor asks the participants to classify these activities either as synchronous learning or asynchronous learning (This empty table can be projected or written on the whiteboard or given as a printed template to participants).

You can mix the different activities.

Activity	Syncronous	Asyncronous
Face-to-face discussion	X	
Online real-time live teacher instruction and feedback	X	
Skype conversations	X	
Chat rooms or virtual classrooms where everyone is online and working collaboratively at the same time	X	
Emails		X
Blogs		X
Discussion Boards		X
Hypertext documents		X

Audio and video courses		X

DURATION: 20 minutes