Developing key Competencies for Lifelong Learning
GRUNDTVIG Learning partnerships Project „Learning through Teaching” (LETE) 2012-2014
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GRUNDTVIG LEARNING PARTNERSHIPS PROJECT „LEARNING THROUGH TEACHING”

From 2012 to 2014 Education and Information Services of Riga City as Project Lider with Partners: The Polish Economic Company Plant of the training and the careers, and Yalova Çınarcık Distric Directorate of National Education from Turkey, and Learnwell Oy from Finland, and O.S.A - Organizzazione Sviluppo e integrAzione form Italy, jointly implemented the project named "Learning through teaching" (LETE).

The European Council meeting on March 2000 in Lisbon concluded that Europe had entered into the new phase of knowledge with all relevant impacts to cultural, social and economic lives. The habitual learning, living and working styles are rapidly changing. It means that people have to adapt to those changes, but the usual types of activities should be altered at the same time. "Key Competencies for Lifelong Learning — A European Reference Framework" shows which competencies should be developed. In the project the partners provided good practices, experiences, methods and seminars on adult education implementing European Key competencies for lifelong learning and multicultural learning in their organizations and communities. The target group of the project were adult learners and trainers for adults of any age. Participants of the project shared their experience and improve their pedagogical skills in the organizing learning for adults both during theoretical sessions and practical delivery of their experience to the others. It was done during the seminars and workshops in each of the partner countries. As a result of the project there are e-book containing a list of recommendations and approaches in adult education issued on how to teach key competencies for adults in the context of European diversity.

PROJECT PARTNERS

Education and Information Services of Riga City (LATVIA). www.riimc.lv

Education and Information Services of Riga City (RIIMC) is founded by Riga City Council and it is subordinated to Department of Education, Culture and Sports of Riga City Council. The Centre coordinates life-long-learning process in Riga City. RIIMC provides courses for adults in four neighborhoods of the deprived regions of Riga having participants at risk of social exclusion. Besides RIIMC provides a wide range of in-service training for Riga educational staff. More than 5000 trainees
participate annually in different lifelong learning programmes. The RIIMC has more than 15 years’ experience in organizing seminars, conferences, etc.

In the project RIIMC was a coordinator. RIIMC was responsible for development one of the key competencies - communication and cooperation - through workshops and seminars throughout the project.

Yalova Altinova Distric Directorate of National Education (TURKEY)  
http://altinova.meb.gov.tr

The institution was established in 1995 to manage education and training facilities to the inhabitants of Termal. The centre has been involved in the design and delivery of national education basic principles and training all kinds of groups. Courses designed for in the following topics: Classroom Management, Introductory Seminar of New Curriculum Programs, Communication, Guidance and Orientation Training, Reading and Writing, Language, Turkish Folk Dance, Fashion Design, Computer, Hairdressing and Make-up, Clothing. In recent years Termal became more important for the tourists. Besides some of the foreigners have settled down in our town to live with us. So the centre had to adapt to a new trend and we started to provide teaching Turkish to the foreigners and immigrants both abroad and from the east of Turkey.

In the project the centre took responsibility for creating the common design for all materials developed during the project and developed one the key competencies: cultural awareness.

Learnwell Oy (Finland)  

Learnwell Oy is a private adult education provider catering mainly for companies in the greater Helsinki area providing business language lessons. Tailor-made business language courses in the major Nordic and European languages, as well as beginner’s courses in English, Finnish, Swedish, French,
German and Russian. Translations and interpretations to and from 30+ languages, we also provide interpretations at meetings in Finland and abroad for our customers.

• 15+ years of experience in teaching adults, including ministries, municipalities, banks and private corporations

• Experience in learning material creation, educational web sites, e-learning platforms

In addition to the language training and translations we also provide tools for teachers to make material, free downloadable material and other help for teachers worldwide. Our web site has a member-base of over 19 500 teachers worldwide using our tools and materials. http://teachers.thelanguagemenu.com. We also upload free material on www.scribd.com (20 000 subscribers).

The institution has worked with immigration projects, several years of experience teaching foreigners in Finland both Swedish and Finnish, unskilled workers as well as experts within the ex-pat community. Coordinator of the project www.vardsvenska.fi, an online e-learning project: Swedish for foreign nurses.

In the project Finland took responsibility for measuring the on-going activities during the project life cycle and developed one of the key competencies: teaching and learning foreign languages for different age groups. Finland was also take on the responsibility of dissemination of project results within social networks (Facebook, Twitter, Scribd) and creating a Facebook page/group.

The Polish Economic Company – Plant (POLAND)

www.pte.lublin.pl

The Polish Economic Company - Plant of the training and the careers guidance llc. is a company training and advisory about the long-standing tradition. A mission of company is a social-economic development of the region and educating on the highest level. PTE has an entry in the register of training institutions, vocational training centre and the register of the employment agency. We are propagating running a responsible business socially. We carried out a plan under the title "Coming out from the shadow" cofinance
from European Union funds in frames of the European Social Fund. It was an aim of the project improvement of the situation of Social Economics in the Lublin Province connected with creating and the maintenance of jobs for the persons threatened with the social exclusion in frames. We are conducting the wide and active education of employees employed in different industries. We are also dealing with trainings for persons threatened with the social exclusion, unemployed or being job-hunting. We are promoting the idea of the life-long-learning and we are improving systems and teaching methods of adults. In the current organizational form we are conducting activity from 1991. Over 3000 companies trusted us from entire Poland. Within 20 years of the fruitful work took advantage of our trainings 50 000 of participants.

In the project PTE Plant of the training and the careers guidance llc was a partner responsible for developing the dissemination plan and development of one of the key competencies: career skills.

O.S.A - Organizzazione Sviluppo e integrAzione (ITALIA)

www.ongosa.org

O.S.A (ORGANIZATION DEVELOPMENT AND INTEGRATION) is a NGO recognized by Italian Foreign Minister. It was founded in 2004 by a project of men and women (professionals of International Cooperation, Medicine, Communication, Psychology and Pedagogy) who wanted to create a non-profit structure with a high expertise. O.S.A activities are both in Italy and abroad and it works for development co-operation projects for underdeveloped countries: training courses for schools and Italian and foreign citizens; social benefit activities for migrants, young people and women; the promotion of Italian, foreign and European culture. It is organized according to functional areas: Development Cooperation, European Programmes, Training, School, Youth, Social Benefit, and Migrants. The last area is very important and relevant. The area includes the Migrants Services (social, health, legal and job counselling, counselling for women, language training courses for migrants) and collaboration with international and supranational organizations such as I.O.M. (International Organization for Migrations) and UNHCR. The operational headquarters of O.S.A is located in Palermo (Sicily) that is considered a disadvantaged area of Italy from a social and economic point of view. Sicily is a border land
among Europe, Asia and Africa. During the last years number of migrants has increased. For the work in support of migrants, OSA has received in 2010 award "Friend of family" by the Department for Family Policies of the Italian government.

In this project, O.S.A shared its experiences in counselling migrants who have so many problems with integration. The biggest problems are: integration (language problem and different social contest), domestic violence, unemployment, health problems and educating their children in schooling course. O.S.A. shared suggestions and best practices to improve a different way of listening and approaching the process of integration of migrants. O.S.A. policy was involving interested people, developing an active citizenship, promoting personal entrepreneurship and pursuing the reciprocal cooperation with a non-formal and informal approach.

In the project O.S.A was responsible for the communication plan throughout the project and development social skills and sense of initiative for immigrants.
I. DEVELOPPING COMMUNICATION AND COOPERATION SKILLS IN ADULT LEARNING PROCESS

**Communication** is the art of transmitting information, ideas and attitudes from one person to another. Communication is the process of meaningful interaction among human beings. Its essences:

- personal process
- occurs between people
- involves change in behaviour
- means to influence others
- expression of thoughts and emotions through words & actions
- tools for controlling and motivating people
- it is a social and emotional process

**VALUE OF LISTENING**

- listening to others is an elegant art.
- good listening reflects courtesy and good manners.
- listening carefully to the instructions of superiors improve competence and performance.
- the result of poor listening skill could be disastrous in business, employment and social relations.
- good listening can eliminate a number of imaginary grievances of employees.
- good listening skill can improve social relations and conversation.
- listening is a positive activity rather than a passive or negative activity.
ESSENTIALS OF COMMUNICATION - DOES

- always think ahead about what you are going to say
- use simple words and phrases that are understood by every body
- increase your knowledge on all subjects you are required to speak
- speak clearly and audibly
- check twice with the listener whether you have been understood accurately or not
- in case of an interruption, always do a little recap of what has been already said
- always pay undivided attention to the speaker while listening
- while listening, always make notes of important points
- always ask for clarification if you have failed to grasp other’s point of view
- repeat what the speaker has said to check whether you have understood accurately

ESSENTIALS OF COMMUNICATION – DON’T

- do not instantly react and mutter something in anger
- do not use technical terms & terminologies not understood by majority of people
- do not speak too fast or too slow
- do not speak in inaudible surroundings, as you won’t be heard
- do not assume that every body understands you
- while listening do not glance here and there as it might distract the speaker
- do not interrupt the speaker
- do not jump to the conclusion that you have understood every thing
How to Improve Existing Level of COMMUNICATION?

- improve language
- improve pronunciation
- work on voice modulation
- work on body language
- read more
- listen more
- avoid reading or watching or listening unwanted literature, gossip, mediapresentation etc.
- interact with qualitative people
- improve on your topic of discussion
- practice meditation & good thoughts
- think and speak
- do not speak too fast
- use simple vocabulary
- do not speak only to impress someone
- look presentable and confident

Improving Body Language – Tips

- keep appropriate distance
- touch only when appropriate
- take care of your appearance
- be aware - people may give false cues
- maintain eye contact
GAMES DEVELOPING COMMUNICATION

1. Always in a Rectangle

All players are blindfolded. All hold a rope and must try to make a rectangle. Then they can make a circle. Which team can make the best rectangle or circle? The rectangle or circle can be drawn on the ground and a corner/starting point/endpoint can be shown.

2. Spider Web

Between two trees or posts, make a web with a rope. The goal is for all players to go from one side of the web to the other. Of course, the web must not be disturbed and each opening in the web can only be used once. Be careful that no one falls as they cross through the web.

Purpose: A strategy is developed together, the solution to the problem is worked on together and that no one can solve the problem alone.

3. Stand Up

Two players sit back to back with legs stretched out in front of them. They must try to stand up without using their arms. Purpose: working together to reach the goal.

4. Sit on Laps

Everyone stands facing in the same direction in a circle. Everyone then tries to sit on the lap of the person behind him. This is not too easy and the circle can fall apart anywhere.

5. Skiing

Two long wood boards with loops with enough room for 3 to 4 people are used as skis. The skiers must work together to ski a distance of 5 to 15 meters and then ski back to the starting point. Use a stop watch to time each team. Purpose: Players must plan and move together to reach the goal.

6. Tightly Tied

A rope is tightly wound around the players in the group. The group must stay together and walk through and free themselves from the rope. Purpose: Coordination of the players movements. Attention: It is possible that minor injury can occur as players may fall over each other. This might happen with groups that are not well coordinated in their movements.
7. Stretcher Carry

The group makes a stretcher out of two round pieces (branches) of wood. They can only use the available pieces of clothing to complete the stretcher. One of the group members must be carried about 10 meters on the stretcher. How long will it take the group to do this?

8. Attention! Carton

The group is given a carton (banana carton or moving carton). On this carton, everyone must find a place. It doesn’t matter how. What possibilities the group might use are not told to them.

Purpose: The group must work together to find a answer to this problem. A game for thinkers and people with ideas.

9. All Together Now

The group stands in a row with a balloon wedged between each players belly and the next players back. The group must no move all together and not lose any balloons. Purpose: Movement coordination and group feeling.

10. Water Cup and Bottle

This game is difficult and requires concentration and coordination. There are a few easier variations for younger children. A circle is drawn on the ground measuring 2-3 Meters. In the middle of the circle place a bottle with water in it and next to it, an empty cup (with a rim). No one is allowed to enter the circle. Two players stand across from each other and receive a string. Now, with the help of the string, the group tries to get the water out of the bottle and into the cup. If the cup is filled half-way, then it must be transported to another circle or a nearby Table.

Purpose: Timing, coordination and concentration.

Easy variation: The bottle is tied at the top and the bottom with 4 strings. The cup is also tied at the top and bottom using 2 strings. The idea now is the coordination of movements: tip, pour, hold, lift transport, and move.
11. Balancing Act

One person must go from one place to another without touched the ground. Two people hold a sturdy pole (about 2 Meters long and 10 cm around), or a Fest table bench about 50-60 cm above the ground, balancing the player on it as he goes to the next place.

Variation: If the player gets to the next point, the next player tries to do it too. How far can the group go? Purpose: Balance, concentration.

12. Marble Race

The group builds a marble track so that two marbles can start together but take different routes to the finish point. The track can be made of wood, with sand, or in winter, with snow. Glass marbles or small/big plastic golf or tennis balls can be used.

Purpose: Joint solving of technical problems, creativity and ideas.

13. Rescue Island

Two tables are placed apart in a room. Every player gets a carpet square (a chair can also be used). The players spread out in the room. Players pretend they are on icebergs and must get to the safety of the island (the tables) without touching the floor. Variation: Only one player can be on an iceberg at one time. An iceberg can only be moved if not occupied by a player.

Purpose: coordination, working together and solving the problem together.

14. Screaming – Blaring - Screeching

Team A stands in two groups about 20 Meters apart. Team B stands in the middle of the two groups. Group A is told a word and all must call out this word to Group B. Team B tries to prevent Group B from hearing the words by screaming, shouting and screeching. How many words can get through in a defined time? Teams then switch positions.

15. Musical Chairs – a little different

Chairs are set up in a row back to back. Players walk around the chairs in a circle. When the music stops, players must jump up on a chair. More than one player can be on a chair. After every round, a chair is taken away. The goal is the group can find room on the leftover chairs and the group reaches it’s goal together. The game is over as soon as a player can not find a spot on a chair.

Project „Learning through teaching” (LETE)
Purpose: only together can the goal be reached through togetherness and holding on to one another.

16. Blind Water Bomb

One player is blindfolded and puts on a helmet with a pointy thorn on it. Player #2 directs player #1 to a hanging water balloon where he tries to break the balloon. This is a communication game with water effects.

17. Market Barkers

Two players pretend they are market barkers and must ‘scold’ each other for at least 60 seconds, or out boast each other about a product they both want to sell.

Purpose: Think about what was said and how and why it was so.

18. Better than Eddie Murphy

Two players sit across from each other. They must tell each other stories, but there can be no break in the talking. (Breathing pauses are allowed.) The loser is the player who ‘breaks’ from telling his story.

Purpose: Some people like to talk and don’t give others a chance.

19. Group and Outsider

One player is chosen who has good self confidence. This player takes the role of “outsider”. The rest of the group plays: “Meet, greet and hug”. All players walk about the room, shaking hands, greeting one another, and hugging each other. The “outsider” tries to do the same, but the others ignore him or move away from him to avoid contact with him.

Special Tip: There should already be a high level of trust in the group. Players can switch to play the “outsider” role. No player should be chosen for this role who is not fully part of the group. At the end of the game, discuss how the “outsider” felt and how the other players treated him and how they felt about it.

Purpose: The group learns that even outsiders” belong in the group and contact shouldn’t be avoided.
20. Balloon Trip

A few players find themselves in a balloon that begins to sink. Everything that could be thrown overboard has been thrown overboard. Now it must be decided which player will jump overboard. This game's purpose is discussion and the art of discussion. Who is more important and how and against whom will the majority vote. As soon as a majority is reached, the chosen player must jump out. Then the next round begins. At the end of the game, everyone discusses what happened. How did the individual players behave, and how did they argue for and against each other?

Group relationships and the role of the individuals in the group can be clearly noted. Care should be taken that no one is insulted or hurt by any comments that could be made.

21. Blind Grabs

One player from each of three teams (Apple, Lemon, Orange) is blindfolded and walks up to a table where apples, lemons, and oranges have been placed. The players can only take the fruit of their team and place it in their basket. The other players in their teams can call out and direct the player to the right fruit.

22. Solidarity

Groups of two players each are made. Either between the backs of the hands, or index fingers, or knees, a beer coaster (or a piece of paper, or a pen, or a block of wood) is held between the two players. Both players must move through the room without the object falling. The better the players can coordinate and react to their moves, the bolder the tasks can become. The game can also be played blindfolded.

23. Turn the Blanket

The group sits on a blanket. The blanket can be folded so that there is only enough room for all players (increases difficulty of game). Now the group must turn the blanket without getting off of it.

Purpose: Helping and supporting, agreeing and coordination.
24. Caterpillar Walk

The players form a line like a long snake. Everyone takes a leg of the player in front of him and holds it in his hand. Then everyone hops at the same time after the first player (who is a leader) hops.

Purpose: Group feeling, coordination and group decided movements lead to the goal.

25. Lower the Pole

A pole (broomstick handle) lays on the fingers of the players and must be lowered without any player letting go of the pole.

Purpose: coordination and joint decisions of movement lead to the goal.

26. Dumpling Grandma

All players stand in a circle. Then they all walk to the middle until there is no more room. They close their eyes and hold the hand of another player. The knot must now be undone, making one or more circles, without letting go of the hands.

Purpose: coordination and communication lead to solving the Gordian Knot.

27. Building

The group is provided with building or crafts materials. The group can build something using the materials, but speaking is not allowed.

28. Pullover or t-Shirt rally

You will need a large pullover for this game. The first person pulls the pullover on, on the signal and grabs the hands of the next member of the group. The rest of the group members then help the first person to remove the jumper and pull it onto the next player without them releasing their hands. How long will the group need for the pullover to be passed on to all of the players?

29. Meter stick

In this co-operation game, the whole group is only allowed to touch a meter stick with one stretched out finger. The meter stick can be lifted and lowered while the group tries to make it
through an obstacle course. A referee watches over the proceedings to check that all group members remain in contact with the stick.

30. The group feeding

Each member of the team receives a spoon and a bowl of muesli. Everyone sits at a (round) table. One arm is held behind the back and the other can only be moved in a 90 degree angle. In this position, it is impossible for someone to feed themselves. The emptying of the bowls only works if the neighbours feed each other. A referee makes sure that everyone keeps their arms at a 90 degree angle.

31. Mine field with mouse traps

Approx. 10-20 mousetraps are placed in a playing field. A blindfolded player must now make it through the playing field without being caught in one of the mousetraps. The other team members guide him through the field by shouting instructions from the edge of the area. The players should wear stable shoes for this game.

32. Defusing bombs

The group is not allowed to come within 3-4 meters of the object (= bomb). A safety ribbon is used to cordon off the area which is not allowed to be entered. You can use a pot, bottle or box (as a platform) as the bomb. This is then lifted up on 4 strings, is transported 20 meters without touching the ground and is laid down in a target area.

33. Operation Baywatch

Several swimmers must be saved. The lifeguard throws a rope to a member of the group who ties the rope around himself and lets himself be pulled in by the lifeguard. Then the rope is thrown to the next person who is also hauled in. How quickly will the group manage to all be safely back on land?

34. Co-ordination

In this co-ordination game, one player stands with each foot on a board. A rope is tied to both boards. The player lifts on leg, the group pulls the board along a little and the player puts his leg down again. Then it is the other leg’s turn. How long will the group need to transport their player over a marked out distance? A referee makes note of any contact with the ground and deducts points.
35. **Double roll**

2 players lie stretched out on the ground with their feet touching. Both players must now roll a certain distance over the ground with their feet in permanent contact. The aim of this game is for both partners to stay in contact and to communicate with each other they will make to the end of the course.

36. **The transport solution**

A stone or a large ball must be moved from A to B. The group is only allowed to use 5-6 strings. No one is allowed to touch a string with both hands, but more than one player is allowed to touch the same string each with one hand.

37. **Secret calls**

Groups are made up of 2-3 players. Each group agrees on a special signal (grunting, meowing - or even better, something totally unusual). All members of all teams are now blindfolded and mixed up throughout the room. The members of the groups must now try to find each other. Touching is not allowed and no other signals or words are allowed other than the agreed call.

38. **Blindly sorted**

All members of the group are blindfolded. They now have the challenge of standing in a row according to size, age or their initial in alphabetical order. Talking is not allowed. How quickly can the groups solve the different tasks?

39. **Eating in a tree**

What would it be like to eat your morning muesli in a tree? The group looks for a tree which is easy to climb. Muesli, milk, a bowl and a spoon are passed up into the tree and they all start eating together. It becomes even more difficult with bread, butter and jam which all have passed along from person to person. Sense: Group feeling, community.

40. **A variation of the Journey to Jerusalem**

Instead of running around the chairs, the children have walk on the chairs (take shoes off!). How many chairs can be removed before the children are unable to move? (Ideally you...
should have several helpers, who particularly at the end help to secure the row of chairs so that no one falls over).

41. Cardboard roll race

There are two teams each with two members. Each team (2 players) receives a cardboard roll approx. 1 meter long. The 2 people who belong to a team stand behind each other and hold the cardboard roll between the thighs, a little above the knee. The person at the back is blindfolded. Obviously the other teams/pairs should all take the same position.

On the start signal, a certain course is to be ran (with a turning point) as quickly as possible. No use of hands is allowed. The cardboard should only be held in position through pressing the knees together. In the second round, the roles are swapped over. Depending on the time available, the game can be played with several rounds and with different partners/pairings.

Instead of a cardboard roll, you can also use a sweeping brush handle.

Sense: The aim of this game is to build up trust, co-ordination and responsibility with each other.

A game idea from Jens Deiters

42. Break in

It is our task to steal a box of gold coins from a museum. We must make it through the museum’s security controls and mechanisms. We only have an hour to complete the task. The security man does his rounds and checks everything after every hour on the hour.

This is a cooperation game for a small group with max. 8-10 players. Sent and given to youthwork-practice.com by Daniel S.

43. Stories with variations

1. A helper is asked to tell impromptu stories. For a ‘series’ of stories a main character can be created that is used every time

2. The children are allowed to e.g. name 5 terms/expressions that have to appear in one story.

3. Each person in the group continues to tell a small amount of the story. If someone is really reluctant to speak then they can assign someone to tell their part for them.
You can’t do this very often but when we do play this then it is always fantastic!

Author: Elsbeth Langer

44. Tic Tac Toe

9 chairs are set up: 3 rows of 3 chairs. There are 2 teams each with 3 players. Here are the Tic Tac Toe rules: One player out of team one sits on a chair of his choice, then someone from team 2 does the same. Then team one goes again etc. When both teams have ‘placed’ their 3 players, they can swap amongst themselves – but always alternating between teams 1 and 2!

The winner is he who is first manages to place his players into a row (diagonally, horizontally) or diagonally.

The important thing! No one is allowed to say a word – not even the bystanders. If a participant says something, the team loses! The players also have to communicate using sign language.

This is also a brilliant game to create silence in the class.

Goal: Communicating without speaking!

45. Don’t talk with a full mouth!

Each child has a partner. Both stand in front of one another and look at each other. Each child receives a beaker with water. Each child takes a sip of water – taking in as much water as possible. Now the game leader has to ask various things e.g. what is your favourite? Then the children have to try and explain their answers using hand gestures. A very funny game that always gives you something to laugh about.

Sources:

http://newconversations.net/pdf/seven_challenges_intro.pdf
http://www.newconversations.net/
http://www.slideshare.net/nusantara99/communication-skills-51895
IDEAS FROM PROJECT MEETING IN LATVIA

- Set the goals
- Evaluate the process
- Create a positive attitude
- Develop communication and cooperation skills in adult learning process
- Work with potential
- Enhance creativity
- Provide good communication

Project „Learning through teaching“ (LETE)
SET THE GOALS
• adapt the curriculum according to the needs

CREATE A POSITIVE ATTITUDE
• start from yourself
• make it fun
• don't be afraid to make mistakes
• break the rules, flexibility
• motivation
• good mood
• decrease the status difference
• appreciate diversity

ENHANCE CREATIVITY
• art, music
• freedom, trust, space
• interpretation
• perspective change
• games
• brainstorm
• get out of the classroom (museum, theater)
• role play, drama
• admit stereotypes

PROVIDE GOOD COMMUNICATION
• listening
• interactivity, be open for communication, empathy
• encourage asking questions
• speaking
• get to know each other
• be active!

WORK WITH POTENTIAL
• work with others
• develop skills
• focus on strengths
• share experiences
• team work

EVALUATE THE PROCESS
• provide feedback
• involve both sides (trainers and learners)
II. CULTURAL AWARENESS IN ADULT LEARNING PROCESS

Warm-up Activity: Knowing the Community

The participants are to fill in the information in the chart and try to guess another participant’s personal information, who s/he does not have any idea of. The aim of it is to realize how they formulate ideas about people based on appearance.

<table>
<thead>
<tr>
<th>KNOWING THE COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name / Nickname</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2. Place of birth</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3. Ethnic background</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4. Religious belief</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5. Where they are from</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>6. The language(s) spoken in the family</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>7. One custom or tradition their family practices</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>8. Traditional foods eaten by my family</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>9. A traditional family celebration/clothing</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>10. My family is made up of (mother, father, brother, sister, etc)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Video 1: Cultural Awareness Project in Eskişehir

http://www.youtube.com/watch?v=k-OA-RXb3DI

What is Culture?

Culture is a way of life of a group of people—the behaviors, beliefs, values, and symbols. Generally they accept them without thinking, and that are passed along by communication and imitation from one generation to the next.

PPS: Examples from the cultures of the participants

What is Cultural Awareness?

Cultural awareness refers to the recognition that not all people are from the same cultural background. It also refers to recognising people have different values, different behaviours and different approaches to life. Why do we do things in that way? How do we see the world? Why do we react in that particular way?

Regarding to the same point, we should state that Cultural diversity, or multiculturalism, is based on the idea that cultural identities should not be discarded or ignored, but rather maintained and valued.

Video 2: Journey of little pilot

https://www.youtube.com/watch?v=PSl_op3fQck
Activity: How Culturally Aware are you?

1. Japanese send money to bereaved friends as an expression of sympathy.  TRUE FALSE
2. Shaking hands with women is acceptable in Indonesia.  TRUE FALSE
3. The Number 4 is considered lucky in Japan.  TRUE FALSE
4. Eating with left hand is taboo in Saudi Arabia.  TRUE FALSE
5. Brazilians usually wear black shoes in the offices.  TRUE FALSE
6. White flowers in Japan are given at funerals.  TRUE FALSE
7. Mexicans are supposed to keep their hands on the table during a meal.  TRUE FALSE
8. In Britain you tip your plate away from you when eating soup.  TRUE FALSE
9. Arabs expect gifts to be opened in front of the giver.  TRUE FALSE
10. Japanese, unlike Chinese, do not mind "losing face".  TRUE FALSE
11. Germans like deadlines.  TRUE FALSE
12. Muslims can eat Kosher meat.  TRUE FALSE
13. Most Scandinavians start their bargaining with what is in their opinion, the fair price.  TRUE FALSE
14. British people drink more than 200 million cups of tea a day.  TRUE FALSE
15. Thailand a pale face is a sign of beauty in a woman.  TRUE FALSE
16. Italian executives often come to business meetings in designer sports jackets and flannels.  TRUE FALSE
17. American businessmen dislike detailed written contracts.  TRUE FALSE
18. In India holy men usually wear white.  TRUE FALSE
19. All Arabs are Muslims.  TRUE FALSE
20. Eating with your hands is rude in Malaysia.  TRUE FALSE
**Why is it important**

Cultural awareness becomes central when we have to interact with people from other cultures. People see, interpret and evaluate things in a different ways. What is considered an appropriate behavior in one culture is frequently inappropriate in another one. Misunderstandings arise when we use my meanings to make sense of your reality.

Let’s try to clarify this cultural diversities. We can group some countries regarding some identical qualities. Probabaly we can think France, Türkiye, Italy, Brazil and Spain as one group. As a second group we can say the US, Germany, and Japan.

For the first group it is almost automatic to perceive the second group as people who always work, talk about business over lunch and drink their coffee running in the street instead of enjoying it in a bar. What does it mean? The first group is lazy and the second is hyperactive? No, it means that the meaning that people give to certain activities, like having lunch or dinner could be different according to certain cultures. In the first group, relationships are highly valued. Lunch, dinner or the simple pauses for coffee have a social connotation: people get together to talk and relax, and to get to know each other better. But in the second group, time is Money. Lunches can be part of closing a deal where people discuss the outcomes and sign a contract over coffee.

**Video 3 : Interpreting Asia / Europe**

https://www.youtube.com/watch?v=R0yJj_cWKEY

In order to cope with cultural diversity there a few attitudes we should adopt.

- **Recognize it and learn not to fear it.**
- **Increase both self-awareness and cross-cultural awareness.**
- **Admit that you don’t know.** Assume differences, not similarities.
- **Stop judgements.** Collect as much information as possible so you can describe the situation accurately before evaluating it.
- **Empathy.** In order to understand another person, we need to try standing in his/her shoes.
- **Systematically check your assumptions.** Ask your colleagues for feedback and constantly check your assumptions to make sure that you clearly understand the situation.

**Project „Learning through teaching” (LETE)**
- **Become comfortable with ambiguity.** Assume that other people are as resourceful as we are and that their way will add to what we know.
- **Celebrate diversity.** Find ways of sharing the cultures of your companions.

**Activity: Mindmap**

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**Project „Learning through teaching“ (LETE)**
GREETING

There are many people and of course many minds around the world. So the customs and rituals involved in greeting someone are often different from country to country, and unfamiliar customs can sometimes be confusing. Situations get even more confusing when different greeting gestures are required between male and female, female and female, male and male. Let’s look at some countries and the way they greet each other.

Firstly I want to talk about our own country, Türkiye. In our country people are really friendly and informal. In general we shake hands a lot more than in other cultures. Even if there are a lot of people, we shake their hands one by one. But mostly in rural areas people especially women keep their distance and prefer not to shake hands with people from different sexes. Close friends and mostly people from the same sex greet each other with a kiss on both cheeks and hug each other. Last of all, as an indication of respect and tradition, children and young people kiss elderly people’s hands. Also most people use “salaamu alaykum” as a religious greeting.

In India people place their hands in a praying position at the chest and bow slightly. Close friends hug. Man hugs man, woman hugs woman. Older people hug younger children. Grandparents are supposed to touch their feet and receive blessings for a long life, a speedy marriage, etc. Kissing is a big taboo. Only infants are to be publicly kissed.

In United States people shake hands firmly and make direct eye contact.

In Middle East people say “salaamu alaykum” which means “peace by upon you” and sweep their right hand up to their heart.

In Japan, the common greeting for men and women to bow when they greet someone.

Chinese tend to be more conservative. When meeting someone for the first time, they would usually nod their heads and smile, or shake hands if in a formal situation.
French nationals shake hands with their friends and often kiss them on both cheeks, both upon meeting and leaving.

In Russia people shake hands firmly and 2 to 3 kisses on alternating cheeks.

In Great Britain, British are usually not very tactile. On meeting someone for the first time, people normally shake hands or even just smile at each other. If it’s a friend or casual acquaintance, they hug or make one kiss on the cheek.

In Kenya, The most common greeting is the handshake. Close female friends may hug and kiss once on each cheek instead of shaking hands. Muslim men/women do not always shake hands with women/men.

**Activity: Cultural Test**

How aware are you of cultural differences in body language?

![Image of hand gestures A to O]
For each correct answer you got, allocate yourself one point.

| A.   | Europe and North America: OK  
|      | Mediterranean region, Russia, Brazil, Turkey: sexual insult; gay man  
|      | France, Belgium: Zero; worthless  
|      | Japan: Money; coins |
| B.   | Western countries: One; Excuse me!; As God is my witness; No! |
| C.   | Britain, Australia, New Zealand, Malta: insult  
|      | USA: Two  
|      | Germany: Victory  
|      | France: Peace |
| D.   | Europe: Three  
|      | Catholic countries: A blessing |
| E.   | Europe: Two  
|      | Britain, Australia, New Zealand: One  
|      | USA: Waiter!  
|      | Japan: An insult |
| F.   | Western countries: Four  
|      | Japan: An insult |
| G.   | Western countries: Number 5  
|      | Everywhere: Stop! |
| H.   | Japan: Woman  
|      | South America: Thin |
| I.   | Mediterranean: Your wife is being unfaithful  
|      | Italy: Protection against the Evil Eye (when pointed)  
|      | South America: Protection against bad luck (when rotated) |
| J.   | Greece: Go to Hell!  
|      | The West: Two |

Project „Learning through teaching” (LETE)
### CLASSROOM CULTURE

**Possible Cultural Variations and Their Implications**

*These are the results of a research carried out in the US.*

- In many countries, the professor’s role is to impart knowledge and the student’s role is to absorb it. Within these systems a novice has no right to challenge an expert. Thus, international students may be reluctant to question a professor or to argue against a published opinion.

- In some cultures, students are expected to maintain a respectful silence in class. They may not be accustomed to asking professors for clarification or elaboration, and may view such behavior as disrespectful to the professor. When international students do not volunteer questions, faculty may assume that they understand material that, in fact, they do not.

- In many other cultures, classrooms are much more formal: students rise when the professor enters the room, address their professors by titles, and follow stricter standards of behavior. International students may thus interpret the behavior of U.S. students to mean that they lack respect for their professors or are not serious about their educations.

- In many educational systems, young men and women are separated. Consequently, mixed-gender pair work or group work may be a new experience for some international students, who may initially feel embarrassed and self-conscious.

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<table>
<thead>
<tr>
<th>K.</th>
<th>USA: insult</th>
</tr>
</thead>
</table>
| L. | Europe: One
Australia: insult
Widespread: Hitchike; Good; OK
Greece: insult |
| M. | Holland: Do you want a drink? |
| N. | USA: I love you |
| O. | The West: Ten; I surrender
Widespread: I'm telling the truth |
Some quotations from culturally diverse learners in the US

In my country, there is a hierarchic relationship between teachers and students. Students must pay absolute respect to teachers. For instance, a student can’t interrupt the teacher asking questions.

-- Chinese teaching assistant

In my country, students learn one way: from teacher to student. In the U.S., students learn many ways. And teachers encourage students to learn with discussions, asking questions whenever you have them, and so on.

-- Korean undergraduate student

I was surprised to find professors and students interacting like friends, like there is equality. It is difficult for me to know how to address professors and I have learned that modesty is often inappropriate. In e-mails, for example, I cannot write the way I would in Japanese, like “I humbly request...” Now when I write e-mails, I know I must delete the first several lines of greeting.

-- Japanese graduate student

AN OBSERVATION OF SPANISH AND AMERICAN CLASSES

This study illustrated some interesting similarities and differences between the Spanish classes and classes in the United States that were observed.

-One of my main observations was that Spanish classrooms did not typically have a strict concept of time but there are time-driven classrooms in the U.S.

-The language use in Spanish classrooms was also more informal, with the students addressing teachers by their first names. This greatly contrasts with the formal speech used in United States classrooms.

-There was also an interesting difference in error correction. Spanish professors simply tell the student that he/she was wrong and move on, whereas American professors might tell the student that he/she is a little off base but getting there and thank them for trying.
Instead of lowering or altering standards to accommodate international students, consider using the following pedagogical practices:

a. Make your expectations far more explicit than you may think is necessary.

b. Model the kinds of work you want your students to do.

c. Represent the material you are teaching in multiple ways.

d. Give students ample opportunities to practice applying the knowledge and skills you want them to acquire, and provide feedback to guide the development of new skills.

e. Provide varied opportunities for student-student and student-faculty interaction.

Strategies for Teaching Culturally Diverse Students

Certain behaviors and instructional strategies enable teachers to build a stronger teaching/learning relationship with their culturally diverse students.

Appreciate and accommodate the similarities and differences among the students’ cultures. Effective teachers of culturally diverse students acknowledge both individual and cultural differences enthusiastically and identify these differences in a positive manner. Social skills such as respect and cross-cultural understanding can be modeled, taught, prompted, and reinforced by the teacher.

Build relationships with students. Culturally diverse students want their teachers to discover what their lives are like outside of school. Developing an understanding of students' lives also enables the teacher to increase the relevance of lessons and make examples more meaningful.

Teach students to match their behaviors to the setting. We all behave differently in different settings. For example, we behave more formally at official ceremonies. Teaching students the differences between their home, school, and community settings can help them switch to appropriate behavior for each context. For example, a teacher may talk about the differences between conversations with friends in the community and conversations with adults at school and discuss how each behavior is valued and useful in that setting.

Use a variety of instructional strategies and learning activities. Offering variety provides the students with opportunities to learn in ways that are responsive to their own communication styles, cognitive styles, and aptitudes.
It is certainly in the best interest of students and teachers to focus on the richness of our diversity. Recognizing and acknowledging our differences is part of treating students fairly and equally.

Another reason for working on cultural differences among students is related to Piaget’s notions that learning involves transfer of information from prior knowledge and experiences. To facilitate this transfer process, it is important to acknowledge the students’ background, and incorporate their previous knowledge into the process of acquiring new information. All students begin school with a framework of skills and information based on their home cultures. This may include a rudimentary understanding of the alphabet, numbers, computer functions, some basic knowledge of a second language, or the ability to spell and write their names. It also includes a set of habits, etiquette and social expectations derived from the home.

If a student cannot relate new information to his own experiences, or connect the new material to a familiar concept, he may perceive the new information as frustrating, difficult or dismiss it completely. Recognition of a student’s cultural differences provides a positive basis for effective learning, and a “safe” classroom environment.

**Ways that Teachers Can Build Cultural**

Cultural diversity adds value to learning environments and enhances the school experience for students. Population experts have pointed to the need for students to embrace cultural diversity as this facilitates positive learning outcomes.

**Emphasizing Mutual Respect**

Teachers must play a lead role in establishing ground rules for students in classrooms, with regards to cultural awareness and sensitivity. They should also encourage students to participate in establishing these rules, to promote individual responsibility in promoting cultural tolerance.

It is vital that one group of students does not feel privileged over other groups. Below are some ways in which teachers can build cultural awareness and sensitivity among students.

**Fostering Emotional Safety**

If students are to be active participants in classroom activities, emotional safety is crucial. Teachers must encourage students to respect each other’s opinion and show sensitivity for different cultures.
represented in the classroom. Once students understand the need to be respectful to each other, it fosters a feeling of emotional safety and positive learning.

**Multicultural Education Activities**

By including more multicultural activities in learning activities, teachers can encourage students to embrace diversity. When students are able to identify their culture and recognize other cultural groups in the classroom, they begin to think more critically about the need for cultural tolerance.

**Structured Classroom Activities**

When teachers employ structured instructional techniques, it helps to promote cultural awareness amongst students. For teachers, this entails acknowledging the diverse learning groups in the classroom and devising activities that require the contribution of each student. This is an excellent way of promoting the students’ awareness of diversity in the classroom. By being active participants in various learning groups, students begin to appreciate that each member in a group can engage positively in the learning process, regardless of ethnicity.

**Teaching Diversity**

Teaching tolerance is a vital principle in fostering cultural diversity in schools. This necessitates having an open mind to new ways, beliefs and thoughts. Teaching diversity also entails asking open-ended questions. When teachers ask open-ended questions, it also encourages all the students to participate in the learning process as each student feels that they can identify with the subject matter.

By embracing these principles, teachers can play a crucial role in creating a climate of diversity and fostering cultural awareness in schools.

**Video 4 : Cultural diversity**

[www.youtube.com/watch?v=ZDvLk7e2Irc](http://www.youtube.com/watch?v=ZDvLk7e2Irc)

To sum up we should help raise awareness on cultural diversity and bring forward the idea that it is difference what makes us unique and that diversity unites us and makes us true persons.
III. HOW TO DEVELOP CAREER SKILLS

Basic Skills

Reading:
- Identify relevant details, facts, and specification in what is being read;
- Locate information in books & manuals (online or print), from graphs, schedules;
- Find meaning of unknown or technical words and phrases;
- Judge accuracy of reports; and
- Use computer and Internet to find information.

Writing:
- Communicate thoughts, ideas, information, and messages in writing;
- Record information completely and accurately;
- Create documents, including letters, manuals, reports and graphs;
- Check, edit, and revise documents for correct information, appropriate emphasis, grammar, spelling, and punctuation; and
- Use computers to communicate information.

Mathematics:
- Use numbers, fractions, and percentages to solve practical problems;
- Make reasonable estimates of arithmetic results without calculator;
- Use tables, graphs, diagrams, and charts to obtain numerical information;
- Use computers to enter, retrieve, change, and communicate numerical information; and

Project „Learning through teaching” (LETE)
Use computers to communicate data, choosing the best form to present data (e.g., line or bar graph, pie charts).

Speaking:
- Organize ideas and communicate oral messages appropriate to listener and situations;
- Select appropriate language, tone or voice, gestures, and level of complexity appropriate to audience and occasion;
- Speak clearly; ask questions when needed.

Listening:
- Listen carefully to what a person says, noting tone of voice and other body language to understand content and feelings being expressed; and
- Respond in a way that shows understanding of what is said.

Thinking Skills

Creative Thinking:
- Use imagination freely, combining ideas or information in new ways; and
- Make connections between ideas that seem unrelated.

Problem-Solving Skills:
- Recognize problem, a gap between what is and what should or could be;
- Identify why it is a problem;
- Create and implement a solution; and
- Watch to see how well solution works and revise if needed.
Decision Making Skills:

- Identify the goal desired in making the decision;
- Generate alternatives for reaching the goal;
- Gather information about the alternatives (e.g., from experts or books);
- Weigh the pros and cons of each alternative (i.e., gains/losses to yourself and others, approval/disapproval or self and others);
- Make the best choice; and
- Plan how to carry out your choice and what you will do if negative consequences occur.

Visualization:

- See a building or object by looking at a blueprint, drawing, or sketch; and
- Imagine how a system works by looking at a schematic drawing.

People Skills

Social:

- Show understanding, friendliness, and respect for the feelings of others;
- Assert oneself appropriately, stand up for yourself and your ideas in a firm, positive way; and
- Take an interest in what people say and why they think and act as they do.

Negotiation:

- Identify common goals among different parties in conflict and the ways they depend on each other.

Project „Learning through teaching” (LETE)
Clearly present the facts and arguments of your own position;
Listen to and understand other party’s position; and
Create and propose possible options for resolving the conflict, making reasonable compromises.

Leadership:
Communicate thoughts and feelings to justify a position;
Encourage, persuade, or convince individuals or groups;
Make positive use of rules (e.g., “Robert’s Rules of Order”) or values of the organization;
Exhibit ability to have others believe in and trust you due to your competence and honesty.

Teamwork:
Work cooperatively with others; contribute to the group with ideas and effort;
Do own share of tasks necessary to complete project;
Encourage team members by listening to them, providing support, and offering tips for success, as appropriate;
Resolve differences for the benefits of the team; and
Responsibly challenge existing procedures, policies, or authorities.

Cultural Diversity:
Work well with people having different ethnic, social, or educational backgrounds;
Understand the concerns of members of other ethnic and gender groups;
Base impressions on a person’s behavior, not stereotypes;
Understand one’s own culture and those of others and how they differ; and

Project „Learning through teaching” (LETE)
- Respect the rights of others while helping them make cultural adjustments where necessary.

**Personal Qualities**

**Self-Esteem:**
- Understand how beliefs affect how a person feels and acts;
- Listening to what you say to yourself to identify any irrational or harmful beliefs you may have; and
- Understand how to change these negative beliefs when they occur.

**Self-Management:**
- Assess your own knowledge and skills accurately;
- Set well-defined and realistic personal goals; and
- Monitor your progress toward your goals.

**Responsibility:**
- Give a high level of effort toward reaching goals;
- Work hard to become excellent at job tasks. Pay attention to details. Concentrate on doing tasks well, even unpleasant ones; and
- Display high standards of attendance, honesty, energy, and optimism.

**Transferable Skills from Previous Work:**

**My Motivated Skills:**

“Good Experiences” For each: *What I did, How I did it, and What happened?*

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Project „Learning through teaching” (LETE)
John Holland’s Theory of Career Choice (RIASEC)

Holland asserts that people of the same personality type working together in a job create an environment that fits and rewards their type.

Within this theory there are six basic types of work environment, which correlate directly to the personality types. Holland emphasises that people who choose to work in an environment similar to their personality type are more likely to be successful and satisfied. This idea is important as it shows Holland’s theory can be flexible, incorporating combination types.

Holland’s theory takes a problem-solving and cognitive approach to career planning. His model has been very influential in career counselling. It has been employed through popular assessment tools such as the Self-Directed Search, Vocational Preference Inventory and the Strong Interest Inventory.
**Realistic**

<table>
<thead>
<tr>
<th>Interest area:</th>
<th>Key skills:</th>
<th>Occupations with practical components:</th>
<th>Subjects to develop your skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You like working mainly with your hands making, fixing, assembling or building things, using and operating equipment, tools or machines. You often like to work outdoors.</td>
<td>Using and operating tools, equipment and machinery, designing, building, repairing, maintaining, measuring, working in detail, driving, moving, caring for animals, working with plants</td>
<td>Pilot, farmer, horticulturist, builder, engineer, armed services personnel, mechanic, upholsterer, electrician, computer technologist, park ranger, sportsperson</td>
<td>English, Maths, Science, Workshop, Technology, Computing, Business Studies, Agriculture, Horticulture, Physical Education</td>
</tr>
</tbody>
</table>

**Investigative**

<table>
<thead>
<tr>
<th>Interest area:</th>
<th>Key skills:</th>
<th>Occupations with practical components:</th>
<th>Subjects to develop your skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You like to discover and research ideas, observe, investigate and experiment, ask questions and solve questions.</td>
<td>Thinking analytically and logically, computing, communicating by writing and speaking, designing, formulating, calculating, diagnosing, experimenting, investigating</td>
<td>Science, research, medical and health occupations, chemist, marine scientist, forestry technician, medical or agricultural laboratory technician, zoologist, dentist, GP</td>
<td>English, Maths, Science, Computing, Technology</td>
</tr>
</tbody>
</table>
### Artistic

<table>
<thead>
<tr>
<th>Interest area:</th>
<th>Key skills:</th>
<th>Occupations with practical components:</th>
<th>Subjects to develop your skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You like using words, art, music or drama to express yourself, communicate or perform or you like to create or design things.</td>
<td>Expressing artistically or physically, communicating by speaking, writing and singing, performing, designing, presenting, planning, composing, playing, dancing</td>
<td>artist, illustrator, photographer, signwriter, composer, singer, instrument player, dancer, actor, reporter, writer, editor, hairdresser, fashion designer</td>
<td>English, Social Studies, Music, Drama, Art, Graphic Design, Computing, Business Studies, Languages</td>
</tr>
</tbody>
</table>

### Social

<table>
<thead>
<tr>
<th>Interest area:</th>
<th>Key skills:</th>
<th>Occupations with practical components:</th>
<th>Subjects to develop your skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You like working with people to teach, train, inform, help, treat, heal, cure, serve and greet. You are concerned for others’ well-being and welfare.</td>
<td>Communicating by writing and speaking, caring and supporting, training, meeting, greeting, assisting, teaching, informing, interviewing, coaching</td>
<td>Teacher, nurse, counsellor, police officer, social worker, salesperson, customer service officer, waiter, secretary</td>
<td>English, Social Studies, Maths, Science, Health, Physical Education, Art, Computing, Business Studies, Languages</td>
</tr>
</tbody>
</table>
### Enterprising

**Interest area:** You like meeting people, leading, talking to and influencing others, encouraging others, working in business.

**Key skills:** Selling, promoting and persuading, developing ideas, public speaking, managing, organising, leading and captaining, computing, planning

**Occupations with practical components:** Salesperson, lawyer, politician, accountant, business owner, executive or manager, travel agent, music or sports promoter

**Subjects to develop your skills:** English, Maths, Business Studies, Accounting, Economics, Social Studies, Drama, Computing, Languages

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### Conventional

**Interest area:** You like working indoors and at tasks that involve organising and being accurate, following procedures, working with data or numbers, planning work and events.

**Key skills:** Computing and keyboarding, recording and keeping records, paying attention to detail, meeting and greeting, doing calculations, handling money, organising, arranging, working independently

**Occupations with practical components:** Secretary, receptionist, office worker, librarian, bank clerk, computer operator, stores and dispatch clerk

**Subjects to develop your skills:** English, Maths, Business Studies, Accounting, Economics, Com
IV. TEACHING A SECOND LANGUAGE TO ADULT LEARNERS

“Learning is not about cramming in information. It is about learning by doing. It is about looking at issues in various ways and developing capacities, especially the ability to dig below the surface to reach the truth.” L.C. Tsui (excerpt from Interview with the Vice-Chancellor, Dialogue May 2006)

In formal education you basically learn to learn in two or three ways - the famous “reading, and writing, and ‘rithmetic” ways which are at the heart of most of the learning we did in school.

The VARK – learning styles

Visual learners

Visual - See it
Auditory - Hear/Say it
Read/Write - It
Kinesthetic - Do it
Visual learners learn best by seeing. Graphic displays such as charts, diagrams, illustrations, handouts, and videos are all helpful learning tools for visual learners. People who prefer this type of learning would rather see information presented in a visual rather than in written form.

**Aural learners**

Aural (or auditory) learners learn best by hearing information. They tend to get a great deal out of lectures and are good at remembering things they are told.

**Reading and writing Learners**

Reading and writing learners prefer to take in information displayed as words. Learning materials that are primarily text-based are strongly preferred by these learners.

**Kinesthetic learners**

Kinesthetic (or tactile) learners learn best by touching and doing. Hands-on experience is important to kinesthetic learners. They need to do things to understand.

VARK [questionnaire](#)
The Multi-modal learning style

Teaching a foreign language to adult learners differs depending on the background of the learners. This segment is aimed at professional people learning a new language, as our (Learnmera Oy) area of expertise is corporate language training and expat language training in Finland.

As professional people communicating as well as company vocabulary, our conversation based, as indicated by the in and using different interest going. No learner tailor make each course each one-on-one student or group.

We use the concept “multi-modal learning” - the more different ways you learn something the more you will really learn it! The more different ways you learn something, the more you will remember it! The more different ways you learn something, the more you will genuinely understand it!

Below are examples of how Learnmera teaches languages in different ways both within and outside the classroom.

Teaching with props

Teaching languages with different types of props is a good way of getting away from the traditional classroom environment and giving the students an authentic way of learning and more of a “hands-on” approach.

Project „Learning through teaching” (LETE)
Bring a bag of different everyday items like kitchen or office supplies, odd items, images from magazines, postcards, flash cards etc

- ask the students to describe the items
- associate verbs to the items
- use the item in a sentence or discussion
- discuss different usages outside the “actual usage”

**Teaching with online lists and images**

1001 things to do/visit, conversations, discussions, debates

- Listology
- Pintrest
- Bucketlist
- Bucketlist journey
- The Internet TSEL journal
- ESL discussions
- Daily ESL
- English current

- Ask the students to compile their own “bucket” lists of travel, life goals, work goals, things to try, see, do etc and discuss their choices, why, when, where etc
- Choose appropriate questions or debates/modify them according to level and age and have a debate in the class. Split the class in two, give one group “pro” and the other group “anti”. The learners should be able to defend their point of view no matter what their personal belief is.
Teaching outside the classroom

- Leave the classroom to have your lesson in a café or a restaurant. Use the language all the time, and by giving the students a new environment outside the classroom, they will also get used to using the language in company of others and therefore feeling less self-conscious while practicing the language in front of others. The bonus here is to practice food vocabulary and adjectives at the same time.
- Take the learners to a museum, to practice adjectives and descriptions while walking around seeing new things and finding topics of discussions in the exhibition. Adjectives are often the most difficult vocabulary to attain as you need to understand the words as well. Walking around surroundings that offer more than usual stimulation for the senses gives the student a great opportunity to expand their vocabulary.
- Take a sight-seeing tour in your own city acting as the guide is also an excellent way of working on both nouns, descriptions and other grammar points, and in addition it gives the learner some insight on what is available in the city. Picking up a booklet from a hotel lobby “Helsinki this week” for instance, gives the learner ideas on where to “guide” the teacher. A map of the city also serves as teaching directions.
- Go shopping with the learners - work on vocabulary and verbs by describing the items, what the items are used for, how to use/operate them etc. For lower levels, shopping is also a great way of learning the numbers by looking at the different price tags.
- Handling everyday tasks – this works best with one-on-one learners. The learners have errands to run, so for time efficiency, go with the learners to the post office, the Social Insurance Institution to fill in forms, to the phone operator get a sim card, go to the dry cleaner etc. Use the target language at all times during the errands. They will quickly learn the vocabulary associated with the errands.
- See a movie or a play at the theatre in the target language together with your learner(s), have lunch, dinner, coffee or a drink with them and keep up a normal social discussion at all times. The learners will feel more and more comfortable as they are in a social and a “non-learning” environment.
- Practice speaking on the telephone by calling your learners
- Practice correspondence and writing by e-mailing the learners questions and tasks
- Give your students “homework” to watch a movie in the target language with with no subtitles at all for comprehension or with subtitles in the same language (hearing impaired texting) to practice both comprehension and written text, depending on the level of the learner.
Give your learner a novel in the target language to read in their own pace. Make a worksheet with questions for each chapter for the learner to answer before continuing with the next chapter.

Using cartoons and comic strips in language classes

The language in cartoons and comics is usually quite simple so it can be used in a variety of ways like:

- to demonstrate high-frequency vocabulary in context
- to illustrate idioms and expressions
- to teach verbs and other parts of speech as examples of connected speech
- to simulate dialogues to inject humor into class sessions
- to provide a basis for oral discourse and writing activities
- to illustrate culture and values and national tastes in humour

- Ask the learners to bring in/search the internet for a cartoon in their native language and try to translate it into the target language.
- Describe the cartoon, the personality of the cartoon, what is going on and why it is “funny”. What techniques was used to make it funny?
- Choose a “national” or “stereotypical “cartoon, discuss differences between nationalities, the learners own experiences, suppositions, gender issues, stereotypes and other topics brought up through the cartoon.
- Give the learners a topic and ask them to write a cartoon/comic strip (draw the images or find suitable images online)
- Remove the text in the speech bullbles in a comic strip and ask the learners to write their own text in the bubbles

Resources for cartoon based learning can be found here in the Livebinder created with teacher resources Livebinder / cartoons
Different students learn in different ways, and it is important to make use of visual teaching methods since studies show that the majority of students learn through visual means. Using visual material, such as flashcards and different kinds of games and worksheets, is a visually stimulating and motivating way to teach many different topics, suitable for both children and adults.

**Using flashcards in language classes**

Flashcards are clear and colourful, and they can have a positive effect on the visual learning process of the students. Flashcards can be used for any subject, but they are a very versatile resource for second language teaching for adults. Flashcards are easy-to-use and handy resources for teachers. They are excellent for presenting vocabulary, drilling and repetition. It is not only a fun way to learn language and other topics, but also efficient because they allow for plenty of repetition.

Flashcards function well in individual work, pair and group work. Students can ask each other questions and help using flashcards. They can use pictures to learn new vocabulary and expressions, then move on to simple pictures and word cards, and finally to exercises and activities using flashcards.

Flashcards can be printed with different backgrounds and frames, in different sizes and fonts. “Headline” cards can be made when dealing with different themes. You can laminate the cards to make them more durable.

When new vocabulary is presented in class, new sets of cards can easily be made each week. Flashcards can also be made with magnetic paper or tape on the backside. In this way, they can be attached to metal surfaces in the classroom or conference room.
You can make many different kinds of flashcards for language teaching, e.g. grammar, pronunciation, vocabulary, discussion, quizzes, role play, debate, associations, synonyms or antonyms, language comprehension, flashcards for dictation and reading, and other subjects.

A collection of thousands of flashcards can be downloaded from Scribd and the book with ideas on how to use the cards in the classroom “Fun with flash cards in the classroom”

_Vocabulary cards:_ Flashcards are very efficient in teaching and drilling vocabulary. You can use flashcards with pictures and words, monolingual or bilingual cards – or all of them in turns to increase repetition. Example _picture cards_

_Grammar cards:_ You can write grammar questions, gap-fill exercises or sentences to translate on the cards, with answers on the other side. This way it is easy for the students to keep repeating the ones they got wrong. Example _preposition cards_

_Reading comprehension:_ You can also present short reading comprehension texts on flashcards, with some discussion questions regarding the text. The students can read and discuss the cards either alone, in pairs or groups.

_Discussion cards:_ Adult learners can be more inhibited to express themselves in class, especially if they are unsure of their language skills. Discussion flashcards help initiate conversations, such as how to get acquainted with each other or talk about news and current events, or a number of related topics. Interesting discussion makes students feel more engaged and less inhibited. They also learn to use their imagination to form long sentences and engage in conversation. Furthermore, it will be easier for students to learn new words that are connected to specific topics when introduced to them on flashcards with keywords and/or pictures, to pick up a topic of discussions with the help of keywords. You can use picture cards, sentences, questions or statements to initiate discussion.
**Debate cards:** Debate cards can be used in classes with older students to liven up the conversation by dividing students in groups of pros and cons, or have them work in pairs and have an in-depth debate over a certain topic. Example [Debate cards](#)

**Role play cards:** Role play cards require more improvisation so they may be more suitable for advanced learners.

**Questions & quiz cards:** Sets of cards like this can be used as a drill on specific topics covered in class, history questions, quizzes about countries etc. Example [Crime and Punishment cards](#)

**Idiom cards:** Cards with idioms to explain the meaning of the idioms, with pictures to show the idiom and with activities are great ways of learning new idioms. Example [Idioms with text and pictures](#)

**Using technology in the classroom**

There are thousands of sites that offer free online tools for teachers to create presentations, worksheets, online material with videos, audio, text and images. A LiveBinder has been created by Learnmera Oy to supply teachers with over 350 options of online tools useful to create material with. The online websites included in the binder are audioresources, creating blogs, charts, graphs, infographics, presentations, quizzes, videolessons, word clouds, where to download free fonts, images, clipart and much more. The binder “[Webtools for designers and educators](#)” can be viewed here. The binder is updated regularly.
Creating worksheets online

Today there are many tools online for creating worksheets for language classes. The worksheets can in some tools be completely customized by adding your own images and your own vocabulary, other tools offer the usage of their own vocabulary and images.

The Language Menu offers 24 different completely customized worksheet tools and 6 online quiz tools

Tools for educators offers 17 different worksheet generators

A to Z teacher stuff offers 4 worksheet generators

ESL galaxy offers 7 worksheet generators

Teach-nology offers an array of tools for teachers

Using Label the picture worksheets in the classroom in different ways

When you are teaching an adult vocabulary, you might consider using photographs instead of illustrations. This can be made within a couple of minutes with Label the picture tool on The Language Menu.

Choose 20 images of different nouns from your own images, write the words for the images to be scrambled on top of the page. Start with asking your learner to place the words underneath the image. When the learner has done so, ask them to write the article in front of the noun. Then ask the learner to write the plural form of the word next to the image. Then ask the learner if there are any words that can be made into verbs and then to add a suitable adjective to the noun. Now ask the learner to present one of the images with the words that have been added.

Depending on the nouns chosen, the teacher can ask for synonyms, opposites, homonyms, associations, translations and much more...

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The end result of the lesson using the worksheet, is not only 20 new words but the corresponding articles, plural forms, adjectives, verbs, associations, opposites, descriptions and will result in 50-200 words learned/practiced that lesson.

Samples of worksheets created with this tool can be found on Scribd

**Using a newspaper in addition to books and worksheets**

Using a newspaper in the classroom gives the students the possibility to keep up with the current affairs at the same time as using the language. There are many different ways of using the newspaper

- read an article and discuss the content
- search for grammar in the newspaper, eg find the adjectives, opposites, verbs in past tense
- circle unknown words and write a list to be translated or used in other vocabulary exercises

headlines – remove the headlines, ask the learners to read the article and add a headline to it

text organisation – split the article into paragraphs, scramble the paragraphs and let the learners arrange them in the correct order

idioms – identify the idioms and explain them

identifying words to what they refer to

comprehension and summaries – read the article and summarize it in either writing or orally as a short presentation
Using Facebook and other social media to learn languages and to meet other learners in the area

There are many groups on Facebook which you can join to practice the language online together with other learners.

Examples from Finland

**Senja opettaa sinulle ruotsia**, a group where Swedish is taught using both Finnish and Swedish

**Café Lingua in Helsinki** where foreigners and natives can meet to learn, play games, have conversations in the target language etc at different language tables. The usual participation each Monday evening is between 50-80 people and between 8-12 language tables. Café Lingua Helsinki also received funding from the cultural foundations in Finland to employ Swedish and Finnish tutors to help the participants with the two native languages of Finland. Finnish people attend the events to either help the foreigners with their languages or for themselves to learn other languages.
Veronica Gelfgren
CEO / Learnmera Oy
Finland

Sources:
Learnmera Oy and The Language Menu material

http://www.vark-learn.com/
http://bit.ly/1pW4dlN
V. SOCIAL AND CIVIC COMPETENCES. SENSE OF INITIATIVE AND ENTREPRENEURSHIP

Lesson held by Dr Nicolay Catania, Psychologist - Trainer NLPba

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SOCIAL AND CIVIC COMPETENCES

These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary.

Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

SOCIAL COMPETENCE

Personal and social well-being

- how individuals can ensure optimum physical and mental health, resource for oneself and one's family and one's immediate social environment

- importance of healthy lifestyle

- understand the codes of conduct and manners generally accepted in different societies and environments

- to be aware of basic concepts relating to individuals, groups, work organisations, gender equality and non-discrimination, society and culture

- understanding the multi-cultural and socio-economic dimensions of European societies and how national cultural identity interacts with the European identity.
CORE SKILLS OF THIS COMPETENCE

- Ability to communicate constructively in different environments

- Ability to show tolerance

- Ability to express and understand different viewpoints

- Ability to negotiate with the ability to create confidence, and to feel empathy

- Ability to be capable of coping with stress and frustration (expressing them in a constructive way)

- Ability to distinguish between the personal and professional spheres.

TECHNIQUES FOR DEALING WITH STRESS

- Consider each problem situation as a challenge

- Listen to your needs, your desires and wishes

- Create

- Develop group activities

- Laugh

- Having a healthy balanced diet, and physical exercise

- Give yourself enough relax time

- Use psycho-corporal and spiritual techniques

- Use breathing techniques (breathe/exhale).
SOCIAL COMPETENCE

The competence is based on an attitude of collaboration, assertiveness and integrity. Individuals should have an interest in socio-economic developments and intercultural communication and should value diversity and respect others, and be prepared both to overcome prejudices and to compromise.
CIVIC COMPETENCE

- Knowledge of Democracy

- Knowledge of Justice

- Knowledge of Equality

- Knowledge of Citizenship

- Knowledge of Civil rights (Charter of Fundamental Rights of the European Union and international declarations; their application at local, regional, national, European and international levels)

- Knowledge of contemporary events, as well as the main events and trends in national, European and world history

- Knowledge of aims, values and policies of social and political movements

- Knowledge of European integration, EU's structures, main objectives and values

- Knowledge of diversity and cultural identities in Europe.
SKILLS FOR CIVIC COMPETENCE

- Ability to engage effectively with others in the public domain

- Ability to display solidarity and interest in solving problems affecting the local and wider community

THROUGH

- Critical and creative reflection

- Constructive participation in community or neighbourhood activities

- Decision-making at all levels, from local to national and European level, in particular through voting.
**BLIND’S GUIDE**

- Divide into 10 pairs
- One person in each pair has his/her eyes closed.
- The other person gives directions, instructions about the movement to go from the “A” point to the “B” point
- The guide cannot touch the blind: he/she must guide the “blind” only using the voice.

[http://www.amedei.web44.net/](http://www.amedei.web44.net/)
SENSE OF INITIATIVE AND ENTREPRENEURSHIP

It refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

ESSENTIAL KNOWLEDGE

- Ability to identify available opportunities for personal, professional and/or business activities
- Broad understanding of the workings of the economy, and of the opportunities and challenges facing an employer or organisation
- Awareness of the ethical position of enterprises, and how they can be a force for good, for example through fair trade or through social enterprise.
ESSENTIAL SKILLS

- Proactive project management:
  - ability to plan
  - ability to organise
  - ability to manage
  - ability to lead and delegate
  - ability to analyse
  - ability to communicate
  - ability to de-brief
  - ability to evaluate
  - ability to record.
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**ESSENTIAL SKILLS**

- Effective representation and negotiation
- Ability to work both as an individual and collaboratively in teams
- Ability to judge and identify one's strengths and weaknesses
- Ability to assess and take risks as and when warranted.

**4 PRINCIPLES FOR DISPUTE RESOLUTION**

1. Separate the people from the problem
2. Focus on interests, not positions
3. Devise win-win solutions
4. Insist on objective criteria.
**ESSENTIAL ATTITUDES**

- Initiative
- Pro-activity
- Independence
- Innovation
- Motivation and determination to meet objectives (whether personal goals, or aims held in common with others, including at work).

**OBJECTIVES**

- Clear and Shared, expressed in terms of: *What, How, Where and When to do*
- Defined in terms of result: clearly and concretely quantifiable
- Built on facts, on observable data and on available resources (Men, Time, Material, Money)
- Clarified and articulated in tasks: roles, responsibilities and corresponding actions clear and shared, so that everyone knows what is expected of him and of others
- Actionable and realistic: neither too easy nor too difficult
- Evaluable: through the previous clear and concrete quantification.
Some foundation has transferred to you 5,000 € to set up an ecology foundation. Your task is to invent and present:

- slogans and aims of the organization
- its plan of action
- ways of finding money for the development and further activity ways
- ways of attracting supporters

The names of the organizations are:

“Shark - Your Friend”

“Guinea-Pigs”

“The Front Against Plastic Containers”

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