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TALES2SHARE:

Promoting Lifelong Learning of Elderly Women Through the Upgrade of Adult Educators' Methodologies for Inclusive, Accessible and Participatory Communities

A3.1 Professional Development Course for Adult Educators Syllabus

Authors:

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Contents

Contents 3
Introduction 4
Module 1 Description 1
Module 1 Syllabus 4
Module 1 Handout 1 1
Module 2 Description 1
Module 2 Syllabus 2
Module 2 Handout 1
Module 3 Description 1
Module 3 Syllabus 3
Module 3 Handouts 1
Module 4 Description 1
Module 4 Syllabus 4
Module 4 Handouts 1
Module 5 Description 4
Module 5 Handouts 1
Module 6 Description 2
Module 6 Handouts 1

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Introduction

This document has been created as part of the 'Professional Development Course for Adult Educators' as supporting material for adult educators/trainers/facilitators with guidelines, instructions, activities, handouts etc. for the delivery of the TALES2SHARE course.

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Module 1 Description

This module aims to equip adult educators with the skills to foster intercultural awareness and sensitivity. Participants will learn to recognize cultural differences, facilitate intercultural dialogue, and promote inclusive, culturally aware environments within community spaces. The skills and knowledge gained will be critical in helping elderly women navigate diverse cultural contexts confidently and with empathy

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Module 1: Inter-cultural competences	
Topic 1 Understanding Cultural Awareness	
Activity title: Exploring Our Cultural Identities	
Description	This activity introduces participants to the concept of cultural awareness, including understanding cultural identity and values. Through personal reflection and group discussion, participants will recognize how cultural backgrounds shape perceptions, and interactions, and create a foundation for mutual respect in diverse groups.
Aims / Objectives	• Understand the meaning and importance of cultural awareness. • Recognize the components of cultural identity. • Explore how culture influences communication and perceptions. • Develop a foundation for fostering inclusive environments.
Topics / Skills covered	• Cultural Awareness • Self-reflection and Empathy • Communication Skills • Community Building
Target group(s)	Adult educators working with elderly women
Duration	90 minutes
Venue	Classroom / Workshop setting
Facility / Equipment	Laptop, Projector, Flip chart, Markers, Sticky notes
User-friendly digital tools used	Google Slides (for presentations), Miro (for collaborative cultural mapping if available)

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Suggested resources	Developing Cultural Awareness How to Develop Cultural Awareness In a Globalized World
Handout 1	"Cultural Identity Map"

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Module 1 Syllabus

Main tasks				
Description of each phase/part of the activity	**Duration**	**The role of the educator**	**The role of the learners**	**Requirements**
Introduction to the workshop by the educator Present the concept of cultural awareness and its relevance in adult education.	15 min	Facilitate an introduction to cultural awareness, highlighting its importance in diverse settings.	Listen actively and ask questions to clarify understanding.	Laptop, Projector, Slides
Practical Activity Cultural Identity Mapping Each participant creates a cultural identity map representing their cultural influences, then shares with the group. This map will help explore how cultural background, values, and beliefs contribute to participants` unique identity. **Task guide:**	60 min	Guide participants through the mapping exercise, encouraging openness and respect in discussions.	Reflect on personal cultural elements and participate in sharing.	Flip chart, Markers, Sticky notes

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Core Identity (Center Circle) - Start by thinking about words that capture your core qualities, such as personality traits or aspects of yourself that feel central to who you are. - Write 1-2 words that describe your Core Identity in the large center circle. **Cultural Influences (First Layer of Circles)** - Next, think about the cultural elements that influence your life, such as language, family traditions, religion, community, or values. - Write a few words in each of the surrounding circles to describe these influences (e.g., "Language: Bilingual," "Family: Strong family ties"). **Values and Beliefs (Second Layer of Circles)** - In the outer layer of circles, write values or beliefs that stem from each cultural influence.				

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For example, if one of your cultural influences is "Family," a related value might be "Respect for elders."				
Summary of the workshop by the educator Summarize key takeaways from the activity, emphasizing the value of cultural diversity.	15 min	Summarize main points and answer any questions, promoting the application of cultural awareness.	Reflect on lessons learned and consider how to apply cultural awareness in their work.	-

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Module 1: Inter-cultural competences	
Topic 2 Facilitating Intercultural Dialogue	
Activity title: Building Bridges through Dialogue	
Description	This activity teaches participants how to facilitate intercultural dialogue by establishing inclusive spaces, practicing active listening, and addressing cultural misunderstandings constructively. Through role-play and group reflection, educators will develop skills to guide open, respectful exchanges in diverse groups.
Aims / Objectives	• Create safe spaces for intercultural dialogue. • Practice active listening and empathy in communication. • Learn strategies to address cultural misunderstandings constructively. • Promote mutual respect and understanding within diverse groups.
Topics / Skills covered	• Active Listening • Conflict Resolution • Facilitation Skills • Empathy and Respect
Target group(s)	Adult educators working with elderly women
Duration	90 minutes
Venue	Classroom / Workshop setting
Facility / Equipment	Laptop, Projector, Flip chart, Markers, Sticky notes

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User-friendly digital tools used	Zoom or MS Teams (for remote group reflection), Mentimeter (for real-time feedback during role-play)
Suggested resources	"Bridging Cultural Differences | TED Talks" – A curated playlist of TED Talks that delve into understanding and bridging cultural differences through dialogue and empathy.
Handout 2	"Dialogue and Empathy Building Exercise"

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Main tasks				
Description of each phase/part of the activity	**Duration**	**The role of the educator**	**The role of the learners**	**Requirements**
Introduction to the workshop by the educator Overview of the importance of intercultural dialogue and skills in fostering empathy and respect.	15 min	Facilitate a discussion on the importance of dialogue and mutual respect in intercultural settings.	Engage with questions and share initial thoughts on intercultural communication.	Laptop, Projector, Slides
Practical Activity Role-Playing Dialogue Scenarios Participants role-play common cultural misunderstandings and practice active listening and response. **Step 1: Scenario Examples** The trainer provides three scenarios (Handout 2) in which cultural misunderstandings commonly arise (e.g., direct vs. indirect	60 min	Set up scenarios and guide participants through role-play, offering constructive feedback.	Participate in role-play, practice empathy, and develop respectful communication responses.	Flip chart, Markers, Sticky notes

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communication styles, different attitudes toward punctuality). Each scenario includes context about the cultural values at play and prompts participants to think about how they might respond empathetically. **Step 2: Empathy Map** After discussing each scenario, participants fill out an empathy map to explore the other person's point of view. *Sections of the Empathy Map:* *Says:* What might this person express about their perspective? *Thinks:* What values or beliefs might influence their thoughts? *Feels:* What emotions might they experience in this scenario? *Does:* How might they act or react based on their cultural background? **Step 3:** Reflective Questions - How did this exercise help you understand perspectives different from your own?				

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- What skills did you use or want to develop further to improve your response in each scenario? - How can you apply these empathy-building techniques in real-world settings with elderly participants?				
Summary of the workshop by the educator Recap activity highlights, emphasizing strategies for managing misunderstandings and building respect.	15 min	Summarize main takeaways, encouraging participants to apply these dialogue skills in real settings.	Reflect on lessons learned and how to implement these skills in their work.	-

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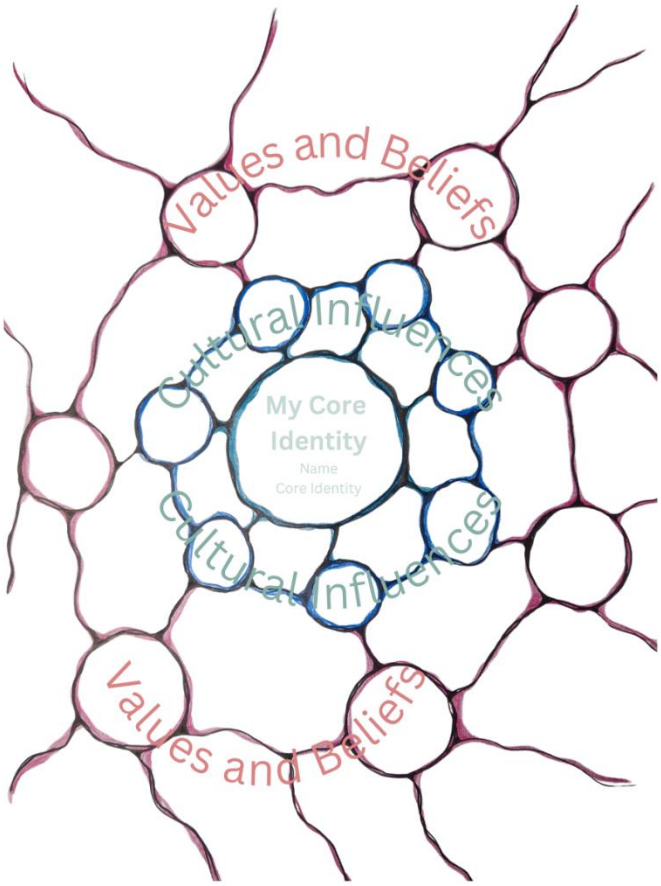
Module 1 Handout 1

Cultural Identity Map

In this activity, you will reflect on the elements that shape who you are by creating a Cultural Identity Map. This map will help you explore how your cultural background, values, and beliefs contribute to your unique identity.

Fill in each of the empty circles with words or short phrases that represent your personal experiences. Feel free to be creative and honest - this is a personal reflection meant to help you better understand the parts of your cultural identity.

Take a few moments to reflect on how each layer connects to your Core Identity. Consider how these influences and values impact your interactions with others and shape your perspectives.



Example:
1. Core Identity (Center Circle) - Start by thinking about words that capture your core qualities, such as personality traits or aspects of yourself that feel central to who you are. Write 1-2 words that describe your Core Identity in the large center circle.
2. Cultural Influences (First Layer of Circles) - Next, think about the cultural elements that influence your life, such as language, family traditions, religion, community, or values. Write a few words in each of the surrounding circles to describe these influences (e.g., "Language: Bilingual," "Family: Strong family ties").
3. Values and Beliefs (Second Layer of Circles) - In the outer layer of circles, write values or beliefs that stem from each cultural influence. For example, if one of your cultural influences is "Family," a related value might be "Respect for elders."

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Module 2 Description

This module equips adult educators with essential knowledge and strategies to support the mental health and psychosocial well-being of elderly learners and migrants. Participants will gain insights into common mental health challenges faced by these groups, such as adaptation stress, isolation, and cultural displacement. The module emphasizes creating safe, inclusive spaces, promoting social connections, and recognizing signs of mental distress, empowering educators to enhance well-being within diverse community settings.

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Module 2: Supporting mental health and psycho-social well-being	
Topic 1 Understanding Mental Health and Well-being	
Activity title: Exploring Mental Health and Well-being in Diverse Groups	
Description	This activity introduces participants to the basic concepts of mental health and well-being, with a specific focus on the challenges faced by elderly individuals and migrants. Through reflection and discussion, participants will gain insight into factors affecting mental health, including cultural displacement, language barriers, and social isolation, as well as the educator's role in supporting mental wellness in diverse communities.
Aims / Objectives	• Understand key aspects of mental health and well-being. • Recognize common mental health challenges faced by elderly individuals and migrants. • Learn about protective factors that support mental health.
Topics / Skills covered	• Mental Health Awareness • Empathy and Understanding • Communication Skills
Target group(s)	Adult educators working with elderly populations and migrants
Duration	90 minutes
Venue	Classroom / Workshop setting
Facility / Equipment	Laptop, Projector, Flip chart, Markers, Sticky notes
User-friendly digital tools used	Google Slides (for presentations), Miro (for group collaboration)

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Suggested resources	https://www.who.int/news-room/fact-sheets/detail/mental-health-of-older-adults Understanding Depression in Later Life (Full video)
Handout	Handout 1

Module 2 Syllabus

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Main tasks				
Description of each phase/part of the activity	**Duration**	**The role of the educator**	**The role of the learners**	**Requirements**
Introduction to the workshop by the educator Introduce mental health concepts and discuss why they are important in elderly communities.	15 min	Facilitate an introductory discussion and provide an overview of key concepts.	Listen actively, ask questions to clarify understanding.	Laptop, Projector, Slides
Practical Activity: Mental Health Reflection Goal: To help participants think about mental health in the elderly and share insights together. **Step 1:** Handout Introduction (5 min) Give each participant Handout 1. Explain that this handout will help them reflect on mental health and well-being in elderly individuals. **Step 2:** Individual Reflection (10 minutes)	60 min	Guide participants through the handout, encouraging openness in sharing reflections.	Reflect on and discuss perceptions and experiences related to mental health.	Handout 1, Markers, Sticky notes

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Participants fill out the handout on their own, answering questions like: "What does mental health mean to you?" "What are the challenges elderly people face in maintaining mental health?" **Step 3:** Group Discussion (20 minutes) Ask participants to share one or two reflections from their handout with the group. Write common themes or unique insights on a flipchart for everyone to see. **Step 4:** Key Takeaway Reflection (10 minutes) Each participant writes a key takeaway on a sticky note and posts it on a board or flip chart. This creates a collective summary of the group's insights. **Step 5:** Wrap-Up (5 minutes) Summarize the key points from the discussion.				

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Encourage participants to consider how they can apply these insights in their work.				
Summary of the workshop by the educator Summarize key points, focusing on the importance of supporting mental health in adult education settings.	15 min	Summarize and encourage participants to consider how to apply knowledge in their settings.	Reflect on the importance of mental health awareness for elderly individuals.	-

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Module 2: Supporting mental health and psycho-social well-being	
Topic 2 Strategies for Enhancing Psychosocial Well-being	
Activity title: Building a Supportive, Inclusive Community	
Description	In this activity, participants will explore practical strategies to enhance the psychosocial well-being of elderly learners and migrants. Through interactive exercises, they will practice creating safe spaces, facilitating social connections across cultures, and employing mindfulness techniques to foster a supportive and inclusive community environment.
Aims / Objectives	• Learn strategies for creating culturally inclusive and supportive environments. • Practice techniques to foster social connections and reduce isolation for elderly and migrant groups. • Gain basic skills in mindfulness, empathy, and active listening tailored to diverse cultural contexts.
Topics / Skills covered	• Social Connection and Community Building • Mindfulness Practices • Active Listening Skills
Target group(s)	Adult educators working with elderly populations
Duration	90 minutes
Venue	Classroom / Workshop setting
Facility / Equipment	Laptop, Projector, Flip chart, Markers, Sticky notes

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User-friendly digital tools used	Zoom or MS Teams (for group activities), Mentimeter (for live feedback)
Suggested resources	The power of empathy: Helen Riess at TEDxMiddleburyDaily Calm | 10 Minute Mindfulness Meditation | Be Present https://positivepsychology.com/active-listening-techniques/
Handout	Handout 2

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Main tasks				
Description of each phase/part of the activity	**Duration**	**The role of the educator**	**The role of the learners**	**Requirements**
Introduction to the workshop by the educator Overview of strategies to support psychosocial well-being, focusing on social connections and mindfulness.	15 min	Explain key strategies and their benefits, encourage open participation.	Engage with questions and initial ideas on social connection and mindfulness.	Laptop, Projector, Slides
Practical Activity: Building a Supportive Community - Mindfulness and Empathy Exercise **Step 1:** Introduction to the Activity (5 minutes) Give a brief overview of the importance of a supportive community. Distribute Handout 2 and explain that this will guide participants through some mindfulness and active listening exercises.		Guide participants through exercises, providing examples and encouraging engagement.	Participate in exercises, practice active listening and mindfulness, and reflect.	Flip chart, Markers, Handout 2

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Step 2: Mindfulness Exercise (10 minutes) Lead a short mindfulness activity to help participants focus and relax, such as: Deep Breathing: Inhale deeply, hold, then exhale slowly. Repeat for 2-3 minutes. Body Scan: Ask participants to close their eyes and mentally scan their body, noticing areas of tension and releasing them. Afterward, briefly discuss how mindfulness can improve mental clarity and reduce stress. **Step 3:** Empathy and Active Listening Practice (15 minutes) Divide participants into pairs. Ask each person to share a simple story (e.g., a recent positive experience) while their partner listens without interrupting. Instructions for Listeners: Practice active listening by maintaining eye contact, nodding, and reflecting				

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back key points after the speaker is finished. After both have shared, encourage a short discussion about how it felt to be truly listened to. **Step 4:** Group Reflection on Empathy and Mindfulness (15 minutes) Gather the group to discuss their experience with the exercises: "How did the mindfulness exercise make you feel?" "What did you notice during the active listening practice?" Write reflections on the flip chart, summarizing the main takeaways. **Step 5:** Wrap-Up and Key Takeaways (5 minutes) Summarize the importance of mindfulness and active listening in building supportive environments. Encourage participants to practice these techniques in their work with elderly communities.				
Summary of the workshop by the educator	15 min	Summarize main points,	Reflect on how to implement these techniques in their	-

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Review and reinforce the importance of these strategies for elderly well-being and community engagement.		encourage participants to consider practical applications.	community work with elderly learners.	

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Module 2 Handout

Strategies for Enhancing Well-being

This handout supports exploring and practicing strategies for fostering a supportive community. It provides exercises and prompts for mindfulness, empathy, and active listening, tailored to both elderly participants and migrants.

1. **Mindfulness Practice Guide - A simple step-by-step mindfulness exercise**

Instructions:

- Focus on your breathing for 2-3 minutes.

- Notice sensations in your body and release tension.

Reflection question: "How do you feel after practicing this mindfulness exercise?"

2. **Empathy Mapping Exercise - A template for mapping empathy**

- **Says:** What might someone express about their feelings or experiences?

- **Thinks:** What might they be thinking based on their background or circumstances?

- **Feels:** What emotions might they be experiencing?

- **Does:** How might they act or react?

Example: A migrant sharing their experience of adapting to a new culture.

3. Active Listening Checklist - Key elements of active listening:

- Maintain eye contact.

- Avoid interrupting.

- Reflect back key points to show understanding.

- Reflection question: "What did you notice when you practiced active listening?"

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Module 3 Description

This module aims to provide information on the active participation and civic engagement of elderly people in local communities and how to become active citizens through inclusive practices, including digital inclusion.

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Module 3: Inclusion and civic engagement for active citizenship	
Topic 1: Understanding Active Citizenship	
Activity title: Staying engaged in the community and society	
Description	This activity aims to help learners understand active citizenship and its importance in the community and society. It also explores ways elderly people can engage with and contribute to their communities and society.
Aims / Objectives	• Understand what active citizenship is • Understand the importance of active citizenship • Understand the benefits of active citizenship to elderly people • Understand how to become an active citizen
Topics / Skills covered	• Civic Competences • Creativity Skills • Critical Thinking Skills • Communication Skills • Presentation Skills
Target group(s)	Elderly People
Duration	90 minutes
Venue	Classroom
Facility / Equipment	• Internet Connection • Laptop • Projector • Pens/Pencils/Markers • Sticky notes • Flip Chart

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User-friendly digital tools used	
Suggested resources	• https://www.youtube.com/watch?v=kiZNO_Lca8k • https://www.youtube.com/watch?v=kydQwgCD2qo
Handout	Handout 1 - "My Contribution Tree"

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Module 3 Syllabus

Main tasks				
Description of each phase/part of the activity	**Duration**	**The role of the educator**	**The role of the learners**	**Requirements**
Introduction to the workshop by the educator The educator needs to prepare a presentation with: • What Active Citizenship is • The benefits of Active Citizenship to elderly people	15 minutes	The educator needs to make an introduction to the workshop and specifically to the active citizenship concept.	The learners must understand the basics of active citizenship and be active during the workshop.	• Laptop • Internet Connection • Presentation
Practical Activity **STEP 1:** The educator will give *Handout 1 ("My Contribution Tree")* to the learners, along with markers, pens, and pencils. **STEP 2:** Each learner writes On the trunk of the tree, they write their name. **STEP 3:** The learners write on the orange leaves ways they have	60 minutes	The educator must clearly explain the practical activity and the workshop's primary goal.	The learners must understand how to be engaged and contribute to their local community and society.	• Handout 1 - "My Contribution Tree" • Markers, pens, pencils • Flip Chart

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contributed to their community/society in the past (e.g., helping on a neighbourhood clean-up, voting since 1980, etc.), and write down on the green leaves ways they plan to contribute in the future (e.g., volunteering, attending community events, etc.). **STEP 4:** At the end, each learner hangs their trees on the flip chart and presents it to the rest of the learners.				
Summary of the workshop by the educator The educator summarises the practical activity results.	15 minutes	The educator will help the learners understand the practical activity's results.	The learners will understand how to be engaged with their local community.	• Laptop • Projector

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Module 3: Inclusion and civic engagement for active citizenship	
Topic 2: Inclusive Practices	
Activity title: Breaking Barriers	
Description	This activity aims to support learners in identifying barriers to elderly people's engagement in community and society, understanding practical solutions for fostering inclusive practices, and exploring the role of digital inclusion for elderly people.
Aims / Objectives	• Understand why the inclusion of elderly people is important in the community and society • Understand the barriers to elderly people in the community and society • Understand the solutions • Understand and explore the role of digital inclusion of elderly people
Topics / Skills covered	• Civic Competences • Problem-Solving Skills • Critical Thinking Skills • Collaboration and Teamwork • Digital Competences
Target group(s)	Elderly people
Duration	90 minutes
Venue	Classroom / Blended
Facility / Equipment	• Internet Connection • Laptop • Projector • Pens/Pencils/Markers • A3 Papers

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	• Sticky notes
User-friendly digital tools used	
Suggested resources	• https://www.youtube.com/watch?v=22GWblV7isw • https://www.youtube.com/watch?v=RYaQcy3f96E • https://www.youtube.com/watch?v=B3gsp5rbg7k
Handout	

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Main tasks				
Description of each phase/part of the activity	**Duration**	**The role of the educator**	**The role of the learners**	**Requirements**
Introduction to the workshop by the educator The educator needs to prepare a presentation with: • Why inclusion in the community and society is essential for elderly people • Ask participants if they have any personal experiences	15 minutes	The educator needs to make an introduction to the workshop and specifically to the inclusion of elderly people in communities and society.	The learners must understand why including elderly people in communities and society is essential.	• Laptop • Internet Connection • Presentation
Practical Activity **STEP 1:** The educator will divide the group to smaller teams of 3-5 people and give A3 papers, markers, pens, pencils and sticky notes to each team **STEP 2:** Each team will create a 'Barriers and Solutions Mapping for	60 minutes	The educator must clearly explain the practical activity and the workshop's primary goal.	The learners must understand how to find solutions for an inclusive community and society.	• A3 papers • Markers, pens, pencils • Sticky Notes

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the inclusion of elderly people in the community and society. **STEP 3:** Each team will divide the A3 paper into two columns. On the left column, the barriers will be written, and on the right column, the solutions will be written. For example, the barriers can be loneliness and exclusion from local activities. A solution is for the community to organise events for elderly people or social clubs to organise activities and events. **STEP 4:** At the end, each team will present their map.				
Summary of the workshop by the educator The educator summarises the practical activity results.	15 minutes	The educator will help the learners understand the practical activity's results.	The learners will understand support for the solutions for inclusive communities and societies.	• Laptop • Projector

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Module 3 Handouts

Handout 1 - “My Contribution Tree”

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Module 4 Description

This module introduces innovative methodologies for learning foreign languages through active, social, and technology-enhanced practices. Participants will explore strategies that not only develop linguistic skills but also foster interpersonal competencies, confidence, and cultural awareness. By incorporating real-life scenarios and modern digital tools, the module empowers learners to break language barriers and thrive in diverse communities.

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Module 4: Innovative methodologies for language learning and empowerment	
Topic 1: Learning languages through social practice	
Activity title: Learning Experience (Part 1)	
Description	The topic focuses on methods in which language learning takes place through active exercises and social interactions. By practicing in real situations and working with others, learners overcome language barriers faster, develop communication skills and gain self-confidence.
Aims / Objectives	• Understanding the specifics of the methods: active learning, social practice and contextual learning, and the benefits of using them in foreign language learning. • Understanding the specifics of the methods: active learning, social practice and contextual learning, and the benefits of using them in foreign language learning.
Topics / Skills covered	• Consolidation of several simple active methods for learning a language in a pair or group. • Collaboration and teamwork.
Target group(s)	the elderly
Duration	90 minutes
Venue	classroom
Facility / Equipment	• Internet connection • Laptop • Projector • Pens/pencils • Paper

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User-friendly digital tools used	**Google docs:** for participants to collaboratively write and refine their stories in pairs or groups. **Microsoft Word** or similar tools: a simple way for learners to draft their written stories digitally. **Zoom** (optional for online settings): To facilitate group discussions and story-sharing in virtual environments. **YouTube** (for inspiration): use videos like those from Luca Lampariello or Olly Richards to demonstrate storytelling in action. **Dictation tools** (e.g., Google Voice Typing): helps participants capture their ideas verbally before writing them down.
Suggested resources	FluentU Blog: Thinking in a Foreign Language A guide on how to train your mind to think in a foreign language, providing practical tips for language learners. YouTube: Luca Lampariello - How to Think in a Foreign Language Luca Lampariello is a polyglot who uses active learning techniques and shares practical advice on effective language learning. YouTube: Gabriel Wyner - Immersive Language Learning Techniques Gabriel Wyner is a writer, opera singer, and polyglot; he shares his experience of learning languages through immersive methods. YouTube: Olly Richards - Language Learning Through Stories Olly Richards specializes in learning languages through stories and engaging narratives, offering an active approach to language acquisition. YouTube: Learning Foreign Languages in Advanced Age – Is It Worth It? A discussion on whether it is worthwhile to learn foreign languages later in life.

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	https://www.fluentu.com/blog/learn/thinking-in-a-foreign-language/ https://www.youtube.com/watch?v=KmMcHeI1VL8 **Luca Lampariello** is a polyglot who uses active learning techniques and shares practical tips on how to learn languages effectively. https://www.youtube.com/watch?v=iBMfg4WkKL8 **Gabriel Wyner** is a writer, opera singer and polyglot; he shares his experience of learning languages in an immersive way. https://www.youtube.com/watch?v=dPqWN2dlsBg&t=544s **Olly Richards** specializes in learning languages through stories and engaging narratives, which is an active method of learning content. https://www.youtube.com/watch?app=desktop&v=yI769ivsmXY - Learning foreign languages at a very mature age – is it worth it?
Handout	My Story Map

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Module 4 Syllabus

Main tasks				
Description of each phase/part of the activity	**Duration**	**The role of the educator**	**The role of the learners**	**Requirements**
Introduction to the workshop by the educator The educator, based on a prepared presentation, discusses theories (active learning, social practice or context) that allow for more effective knowledge acquisition, including learning foreign languages. He introduces several examples of such methodology, including film material from famous polyglots such as: Luca Lampariello, Olly Richards, Steve Kaufmann, and others.	15 minutes	The educator discusses the introductory/theoretical material in the form of a mini-lecture; provides examples of methods that can be used in active learning.	Learners understand what active learning methods are, as opposed to passively "machining" content/vocabulary.	• Laptop; • internet connection; • presentation.
Practical Activity **Step 1:** Educational experiences in the past – recalling memories.	60 minutes	The educator discusses individual tasks: 1/encourages	Learners share their past educational experiences. Then they form pairs or	• Pens, pencils; • paper.

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The educator encourages learners to share their educational experiences; asks how they most often acquired knowledge at school, how they learned, what methods they most often used. **Step 2:** <u>Experiencing an active educational method.</u> The educator encourages learners to form pairs or trios. The pair or trio is given a topic: "a book worth recommending" or "my most interesting story in life that happened to me". After listening to each other in the group (their own life story or a story described in a book they read), one story is chosen and written down on a piece of paper (max. half an A4 page). Each pair (or trio) has a short statement/story written down at the end of the workshop.		sharing of educational experiences from earlier years (a kind of "brainstorming"), 2/discusses instructions for an exercise enabling the experience of an active learning method; ensures the creation of pairs/trios; makes sure that everyone has a say in the groups.	threes, and tell each other either a good book or the most interesting story that has happened to them in their lives. After listening to all two or three stories, the group chooses one and writes it down on A4 paper, max. half a page.	
Summary of the workshop by the educator The educator sums up the workshop, pointing out the lower effectiveness of passive methods of	15 minutes	The educator asks how the pairs/trios worked. He makes sure that each pair/trio discusses	Learners share their experience by listening to each other, choosing one common story,	

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acquiring knowledge, and emphasizing the value of working in a favorable environment, in this case – working together in a group (mindfulness of oneself, courage to speak out, consensus when deciding on one common story).		the written story, which will be needed for the next exercise – developing it in a foreign language.	written down/summarized on a piece of paper.	

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Module 4: Innovative methodologies for language Learning and empowerment	
Topic 2: Digital technologies in language learning	
Activity title: Learning Experience (Part 2)	
Description	The topic includes modern tools such as mobile applications, e-learning platforms and language chatbots that support learning vocabulary, grammar and pronunciation. Thanks to them, learning becomes more interactive, accessible and adapted to the needs of the learner.
Aims / Objectives	Familiarization with selected applications for learning foreign languages, programs for learning pronunciation and translation, GPT chat, AI efficiency.
Topics / Skills covered	● Ability to use, among others, a language application and a translator ● Problem-solving skills ● Collaboration and teamwork ● Digital competences
Target group(s)	the elderly
Duration	90 minutes
Venue	classroom
Facility / Equipment	• Internet connection; • laptop; • projector; • pens/pencils; • paper.
User-friendly digital tools used	**Google Translate -** for basic translation tasks and exploring multilingual text conversion; **Mondly** - a user-friendly language learning app with features like chatbots and virtual reality for immersive experiences;

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	Quizlet - Ideal for vocabulary practice using digital flashcards and interactive games; **Duolingo** - a gamified language learning app that's intuitive and engaging for beginners; **Text-to-Speech Tools -** free or built-in browser tools that can read text aloud for pronunciation practice; **Canva or Google Slides** - for creating and editing digital stories or presentations to supplement language practice.
Suggested resources	English-Line Blog: The Best Apps for Learning English A detailed guide presenting top-rated apps for learning English, including their features, advantages, and tips on how to use them effectively.
Handout	Tech explorer's cheat sheet

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Main tasks				
Description of each phase/part of the activity	**Duration**	**The role of the educator**	**The role of the learners**	**Requirements**
Introduction to the workshop by the educator The educator discusses individual possibilities of learning a foreign language using available applications, possibilities of working with ChatGPT, using translation platforms, etc. Then, they focus on 1 or 2 language applications (e.g. Quizlet - learning a language with the help of flashcards, Mondly - an application with VR and Chatbot/immersive learning environment) and simple, widely available translation platforms, e.g. GoogleTranslate.	15 minutes	Introducing online tools for learning foreign languages, translations; familiarizing with several language learning applications and demonstrating the use of a translation platform.	Learners understand how online language applications and translation platforms work.	• Laptop; • Internet connection; • presentation.
Practical Activity The workshop refers to Activity 1/Educational Experience Part 1.	60 minutes	The workshop refers to Activity 1/Educational	Learners acquire a tool for translating into a foreign language,	• Pens, pencils; • paper;

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Step 1: division into pairs or threes (possibility of returning to groups in Activity 1 – Educational Experience part 1), providing each pair/three with a written story (their own or someone else's – if new pairs/threes are created). **Step 2:** with the help of the translation platform, the groups translate a given story into a foreign language; with the help of the pronunciation platform, they also develop a text for public reading. Step 3: the story is read publicly; the other groups listening to it can try to tell in their native language how much/what they understood from the read story.		Experience Part 1. **Step 1:** division into pairs or threes (possibility of returning to groups in Activity 1 – Educational Experience part 1), providing each pair/three with a written story (their own or someone else's – if new pairs/threes are created). **Step 2:** with the help of the translation platform, the groups translate a given story into a foreign language; with the help of the pronunciation platform, they also develop a text for public reading.	become familiar with the new technology, and convince themselves that it is easy to use. Activation in the area of using new technologies occurs.	• Internet connection; • laptop/ smartphone.

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		Step 3: the story is read publicly; the other groups listening to it can try to tell in their native language how much/what they understood from the read story.		
Summary of the workshop by the educator The educator summarizes the effects of group work, using an online translator. Collects participants' experiences.	15 minutes	The educator helps to appreciate the technical achievements in learning foreign languages, pointing out the simplicity of use	Learners are convinced to use technology to learn foreign languages, according to the slogan "age does not exclude". The workshop encourages them to use various language applications independently.	

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Module 4 Handouts

Topic 1:

Learning Experience (Part 1)

The educator guides learners to form pairs or trios. Each group is given a topic to explore, such as **"A book worth recommending"** or **"The most fascinating thing that ever happened to me"**. Group members take turns sharing their chosen story—either a personal life experience or a story from a book they've read.

Together, the group selects one story they find most compelling and writes it down on paper (up to half an A4 page). By the end of the activity, each pair or trio has a short, written statement or story to share.

Learning Experience (Part 2): My Story Map

In pairs or groups of three, prepare a story (your own or someone else's). Use a translation platform to translate the story into a foreign language, and a pronunciation platform to develop a version for public reading. Once complete, read your story aloud to the group. Others will listen and try to retell what they understood in their native language.

To create your story, follow these steps:

1. **Theme**: Define the main idea or message of your story.
2. **Characters**: Identify the key people or beings in the story and their roles.
3. **Setting**: Describe where and when the story takes place.
4. **Plot**: Outline the key events—beginning, middle, and end.
5. **Media**: Decide how to make your story engaging, using drawings, images, sound effects, or music.

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Topic 2

TECH EXPLORER'S CHEAT SHEET

	For communication and collaboration: Zoom, Microsoft Teams, Skype: live communication and group discussions.
	Padlet: brainstorming and idea-sharing: Google Jamboard: interactive whiteboard for collaboration.
	For storytelling and design: Canva: creating visuals, presentations, and posters. Storybird: crafting digital storybooks and visual narratives. VirtualSpeech: VR-based storytelling and communication practice.
	For recording and creating media: Voice Recorder Apps (e.g., Easy Voice Recorder): recording podcasts or audiobooks. Google Slides: collaborative story presentation.
	For organization and planning: Trello: managing tasks and visualizing project workflows.

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	For language and creative practice: Duolingo, Babbel, Memrise: gamified language learning.
	For brainstorming and sketching: Miro: visual brainstorming and story mapping.

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Module 5 Description

This module aims to provide information about digital storytelling, such as the benefits, the elements, and the types of digital stories. Additionally, it includes online tools such as websites and mobile applications that elderly people can use to record a story.

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Module 5: Digital Story-telling (DST)	
Topic 1: Understanding digital storytelling	
Activity title: Creating a Mini Digital Story	
Description	This activity aims to support learners in understanding what digital storytelling is and why it is essential for elderly people.
Aims / Objectives	• Understand what digital storytelling is • Understand why digital storytelling is important • Understand what a digital storyteller is
Topics / Skills covered	• Digital Competences • Problem-Solving Skills • Creativity Skills • Critical Thinking Skills
Target group(s)	Elderly people
Duration	90 minutes
Venue	Classroom / Blended
Facility / Equipment	• Internet Connection • Laptop • Projector
User-friendly digital tools used	
Suggested resources	• https://www.youtube.com/watch?v=Jlix-yVzheM&t=4s

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	• https://www.youtube.com/watch?v=CGXwl7j1ZRI&list=PLkALXvyBte0GZTE90TLEv_UGRXOCMz-Zm • https://www.youtube.com/watch?v=A_fU-f8E1CU
Handout	

Main tasks				
Description of each phase/part of the activity	**Duration**	**The role of the educator**	**The role of the learners**	**Requirements**
Introduction to the workshop by the educator The educator needs to prepare a presentation with: • What Digital Storytelling is • The benefits of Digital Storytelling to elderly people	15 minutes	The educator needs to make an introduction to the workshop and specifically to the digital storytelling	The learners must understand the basics of digital storytelling	• Laptop • Internet Connection • Presentation
Practical Activity **STEP 1:** The educator will divide the group into smaller teams	60 minutes	The educator must clearly explain the practical	The learners must understand how to design and develop a story.	• Laptop • Internet Connection • Presentation

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STEP 2: Each team will decide their topic/concept to develop the digital story **STEP 3:** The learners must design a story based on the selected topic/concept and always remember that they will need visuals, elements, etc., along with their story. **STEP 4:** At the end, each team will present their story and the elements included.		activity and the workshop's primary goal.		
Summary of the workshop by the educator The educator summarises the practical activity results.	15 minutes	The educator will help the learners understand the practical activity's results.	The learners will understand how to design a digital story.	• Laptop • Projector

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Module 5: Digital Story-telling (DST)	
Topic 2: Online tools for digital storytelling	
Activity title: My Story	
Description	This activity aims to support learners in understanding how to create a digital story using the Canva graphic design tool.
Aims / Objectives	• Understand what a digital story is • Understand why it is important to choose the correct digital tools • Understand how to create a digital story using digital tools
Topics / Skills covered	• Digital Competences • Problem-Solving Skills • Creativity Skills • Critical Thinking Skills
Target group(s)	Elderly people
Duration	90 minutes
Venue	Classroom / Blended
Facility / Equipment	• Internet Connection • Laptop • Projector
User-friendly digital tools used	Canva tool

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Suggested resources	• https://www.youtube.com/watch?v=-JK4BHxwQdA • https://www.youtube.com/watch?v=dMqpmyjHjJc
Handout	

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Main tasks				
Description of each phase/part of the activity	**Duration**	**The role of the educator**	**The role of the learners**	**Requirements**
Introduction to the workshop by the educator The educator needs to prepare a presentation with: • What a digital story is • Why use digital tools for digital stories • Explain what the Canva graphic design tool is	15 minutes	The educator needs to make an introduction to the workshop, specifically the Canva tool.	The learners must understand the basics of using Canva for creating digital stories.	• Laptop • Internet Connection • Presentation
Practical Activity **STEP 1:** The learner will use their laptop/computer to have easier access to the Canva tool **STEP 2:** Each learner must decide the theme of their story "A Day in My Life" or "My Family History." **STEP 3:** The learners must design a digital story using the Canva tool	60 minutes	The educator must clearly explain the practical activity and the workshop's primary goal.	The learners must understand how to design and develop a story using the Canva tool.	• Laptop • Internet Connection • Presentation

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STEP 4: At the end, each participant will present their story				
Summary of the workshop by the educator The educator summarises the practical activity results.	15 minutes	The educator will help the learners understand the practical activity's results.	The learners will understand how to design a digital story using the Canva tool.	• Laptop • Projector

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Module 5 Handouts

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Module 6 Description

This module focuses on Tales2Share hubs as welcoming community spaces designed to bring people together, promote inclusion, and support lifelong learning. These hubs provide a place for participants to connect, share experiences, and engage in activities that build confidence, enhance digital skills, and encourage collaboration. By focusing on storytelling and creative expression, the hubs create opportunities for individuals to explore their potential while contributing to the community.

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Module 6: Setting up TALES2SHARE HUBS	
Topic 1: Introduction to the HUB and its resources	
Activity title: Hub resources as a tool for building a sense of belonging in the local community	
Description	The aim of this activity is to understand the role of hub resources, such as meeting spaces, digital tools and educational materials, which can become a key element in building a sense of belonging in the local community. By organizing joint events, workshops and projects, hubs enable residents to actively participate and cooperate, strengthening social bonds. Such activities help create an inclusive environment in which all members of the community, regardless of age or background, feel involved and valued.
Aims / Objectives	• Strengthening social ties; • developing civic activity; • promoting intergenerational integration; • using digital resources to engage communities.
Topics / Skills covered	• Interpersonal communication and teamwork; • organizing social events; • using digital technologies to engage communities; • building an inclusive community; • solving social problems.
Target group(s)	the elderly
Duration	90 minutes
Venue	classroom
Facility / Equipment	• Internet connection;

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	• laptop; • projector; • pens/pencils/markers; • sheets of paper for work notes; • flipchart and flipchart cards.
User-friendly digital tools used	**Padlet**: for brainstorming and sharing ideas during group activities. **Canva**: for creating visually appealing presentations or posters about the hub. **Google Slides**: for collaborative development of hub-related projects and plans. **Zoom or Microsoft Teams**: for virtual discussions or including remote participants in hub planning. **Trello**: for organizing tasks and visualizing project ideas collaboratively.
Suggested resources	https://www.powertochange.org.uk/wp-content/uploads/2020/02/Community-Hubs-Handbook-Final.pdf
Handout	Your Tales2Share hub starter pack

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Main tasks				
Description of each phase/part of the activity	**Duration**	**The role of the educator**	**The role of the learners**	**Requirements**
Introduction to the workshop by the educator The educator prepares a presentation that includes: • what the hub is and what its resources are; • the benefits of using the hub and the possibilities of using it in active inclusion in social life.	15 minutes	The educator introduces the workshop and discusses the concept of hubs and its resources.	Participants will become familiar with the basic principles of creating and operating a hub and actively participate in the discussion, presenting their own ideas and suggestions.	• Laptop; • Internet connection; • presentation.
Practical Activity **Step 1:** The educator divides participants into groups of at least 2 people, distributes one flipchart card per group and markers, pens and pencils to participants. **Step 2:** Each group writes on the card the group name they have invented and the names of its members.	60 minutes	The educator presents the assumptions and goals of the workshop and the main goal of the practical activity.	Participants learn how to use the hub space to promote and implement their own ideas on a chosen topic.	• Markers, pens, pencils; • flipchart; • flipchart cards.

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Step 3: Participants discuss, presenting in groups their own ideas for scenarios for activities using the hub infrastructure and available tools in order to create ideas for strengthening the sense of belonging in the local community. They write down the ideas on flipchart cards. They designate one of them to present. **Step 4:** At the end, the group hangs their ideas on the flip chart board and the selected person presents them to the rest of the group.				
Summary of the workshop by the educator The educator summarizes the practical activity results by highlighting the key ideas, solutions, or connections identified during the workshop. They emphasize how these align with the hub's goals of fostering belonging, inclusion, and community engagement. Participants are encouraged to reflect on how the hub resources discussed can be implemented in		The educator takes on the role of a facilitator and guide, summarizing the practical activity results and drawing attention to the key ideas and solutions identified by	The learners play an active role in reflecting on the outcomes of the session, contributing to the group discussion by sharing insights and personal experiences. They are encouraged to voice their thoughts on the potential applications of the hub's resources and consider how	• flipchart or whiteboard; • sticky notes or an interactive digital tool, such as Padlet, for participants to write and share their reflections.

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real-life scenarios to strengthen social bonds. The educator can also: • Ask participants to share one insight or takeaway from the session. • Provide a brief recap of the main tools or techniques explored. • Encourage participants to think about next steps or ways to contribute to the hub's development.		participants. They highlight how these contributions align with the hub's goals of fostering inclusion, belonging, and community engagement. The educator encourages group reflection by inviting participants to share their insights and personal takeaways, ensuring that everyone feels heard. To conclude, they motivate participants to think about	they can personally contribute to building a stronger, more inclusive community. Through their reflections, learners gain a deeper understanding of the workshop's key themes and how to implement them in real-life scenarios.	

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		applying the hub's resources and ideas in their own communities or future activities.		

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Module 6: Setting up TALES2SHARE HUBS	
Topic 2: The HUB of inspiring stories	
Activity title: My dream HUB	
Description	The aim of this activity is to involve participants in the active creation of the hub space as a place to develop their own ideas and implement creative projects.
Aims / Objectives	• Development of creativity and imagination; • joint creation of creative space; • ability to use own experiences in creating ideas for activities in the shared hub space; • the use of storytelling.
Topics / Skills covered	• Creative thinking and innovation; • ability to work in a group; • creating spatial concepts; • developing empathy and openness to diversity; • visual communication; • critical thinking and evaluation of effects.
Target group(s)	the elderly
Duration	90 minutes
Venue	HUB space
Facility / Equipment	• Internet connection • laptop; • projector; • pens/crayons/pencils/markers;

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	• A3 sheets; • sheets of paper for writing/drawing dirty; • flipchart.
User-friendly digital tools used	**Miro**: for collaborative brainstorming and creating visual story maps. **Canva**: for designing visuals like posters, layouts, or creative project presentations. **VirtualSpeech**: for storytelling practice in virtual reality environments (if VR equipment is available). **Voice Recorder Apps** (e.g., Easy Voice Recorder): for recording audio stories or podcast drafts. **Google Jamboard**: for interactive collaboration, mapping out ideas, and designing "dream hubs." **Storybird**: for creating digital storybooks and visually engaging narratives.
Suggested resources	https://fairpicture.org/stories/the-power-of-community-storytelling-and-co-creation/ https://imagineprojects.co.uk/setting-up-a-community-hub-from-scratch/
Handout	Create your dream HUB

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Main tasks				
Description of each phase/part of the activity	**Duration**	**The role of the educator**	**The role of the learners**	**Requirements**
Introduction to the workshop by the educator The educator prepares a presentation that includes: • presentation of the possibilities of arranging the space, using tools and using some ideas for practical activities that can be used in HUBs; • presentation of the benefits of using such a place.	15 minutes	The educator acts as a guide and motivator, presenting the concept of a creative hub space and its benefits. They showcase ideas for space arrangement and tools that enhance the hub's usability. The educator also facilitates discussion and demonstrates an activity, ensuring	The learners actively listen to the presentation, take notes, and reflect on how the hub concept applies to their context. During the discussion, they contribute their ideas and perspectives. In the activity demonstration, they engage collaboratively, trying out tools and methods to experience the potential of the hub.	• Laptop; • Internet connection; • presentation.

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		participants understand how to use the hub effectively and creatively.		
Practical Activity **Step 1:** The educator divides the group into smaller teams of 3–5 people and gives them 2 A3 sheets per group, markers, pens, crayons, pencils and paper for writing/drawing in rough form. **Step 2:** The educator explains the task and presents possible solutions. **Step 3:** Each team creates a project called "HUB OF MY DREAMS". The participants themselves choose whether the project will be descriptive, or whether it will include a map of space, drawings, etc. The task is to create: sheet 1 - a part containing infrastructure elements and sheet 2 - a part containing proposed activities. **Step 4:** Each team works on their task and designates a person or	60 minutes	The educator organizes the teams, provides materials, and explains the task, ensuring clarity and inspiration. They guide and support the teams during the activity, addressing questions and encouraging participation. During presentations, the educator fosters a collaborative and positive	The learners collaborate within their teams to create their "Hub of My Dreams" project, deciding on its format and content. They actively contribute ideas, work together to define infrastructure and activities, and present their project to the group, engaging in the discussion afterward.	• A3 sheets • markers, crayons, pens, pencils; • flipchart.

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people from among the participants who will present the ideas they have developed. **Step 5:** At the end, each team presents and discusses their work.		environment for sharing and discussion.		
Summary of the workshop by the educator The educator concludes the workshop by summarizing the key ideas and projects developed during the activity. They highlight the creativity and effort demonstrated in the "Hub of My Dreams" projects, emphasizing how the proposed infrastructure and activities align with the hub's goals of inclusion, inspiration, and collaboration. The educator facilitates a reflective discussion, encouraging participants to share insights, favorite ideas, and practical takeaways from the session. Finally, they motivate participants to think about how they can contribute to establishing or enhancing a real-world hub in their community.	15 minutes	The educator leads the summary by consolidating the ideas and projects developed during the activity. They highlight key points, praise the participants' creativity, and draw connections between the projects and the hub's goals. The educator facilitates a reflective	The learners actively engage in the discussion by reflecting on the workshop experience and sharing their thoughts on the presented projects. They contribute their insights, highlight their favorite ideas, and consider how they could adapt or implement the hub concepts in their real-world settings.	• Laptop; • projector.

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		discussion, ensuring that participants feel encouraged to share their insights and takeaways. They conclude by inspiring participants to think about how they can apply the ideas to their own communities.		

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Module 6 Handouts

Topic 1:

YOUR TALES2SHARE HUB STARTER PACK

Welcome to the HUB!

The Tales2Share HUB is a space where creativity, storytelling, and collaboration come together to build connections in the community. Here's what you'll find:

Available resources:

- Meeting spaces: comfortable rooms for group discussions, workshops, and events.
- Digital tools: laptops, projectors, and internet access to support creative and educational activities.
- Recording equipment: microphones and audio tools for recording podcasts or oral histories.
- Creative supplies: flipcharts, markers, pens, and paper for brainstorming and visual projects.
- Educational materials: guides, templates, and handouts to inspire and support your ideas.

What can you do here?

Host storytelling workshops and creative sessions.

Develop multimedia projects like podcasts or photo stories.

Plan and organize community events to foster inclusion and belonging.

Tips for using the HUB:

Collaborate with others to maximize creativity.

Explore the digital tools available to enhance your projects.

Share your ideas and projects with the community to inspire others.

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Topic 2:

Create your dream HUB

Imagine a HUB where creativity, collaboration, and storytelling come to life. Use this space to design your ideal Tales2Share HUB, focusing on how it can serve as a community space for inspiration, connection, and inclusion.

Infrastructure ideas: sketch or describe the physical space of your HUB (rooms, layout, and tools). Think about accessibility, comfort, and resources that inspire creativity.

Activities and events: brainstorm activities your HUB could host (e.g., storytelling workshops, digital art classes). Highlight how these activities promote belonging and community building.

Your vision: reflect on what makes your HUB unique. Write about its message or the value it will bring to the community.

The Tales2Share HUB is a place where creativity and connection thrive. It brings people together to share stories, collaborate on projects, and foster a sense of belonging. By providing resources and an inclusive space, the HUB empowers individuals to express themselves, build relationships, and contribute to their communities

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