

# FACILITATOR GUIDE

THE AFLATOUN SERIES



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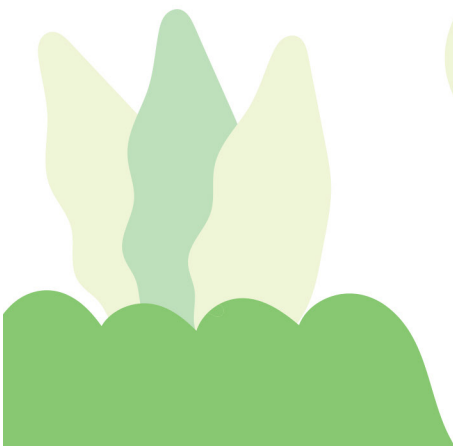


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# Acknowledgement

Our thanks go to all those who contributed to the development of this manual: Aflatoun team members, students, teachers, trainers, translators, designers, illustrators, our partner organisations, government and sponsors.

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## Dear Facilitator,

The facilitator guide is your go to guide for understanding tips, tricks and techniques for managing classroom activities. It consists of clear and simple explanations that will help you facilitate the content easily in any respective setting and in most contexts. The guide includes interesting ideas and resources for building effective lessons to deliver workshops that could lead to better learning outcomes.

Your role as a facilitator should be more of the guide on the side than being a sage on the stage. You should keep your learners at the center of the learning process at all times.

By using this guide and working with it, you can significantly increase the interactions between you and your students. However, this will only be made possible with advance preparation and planning done by you.

In addition, it also consists of resources that you may read or watch to build your own understanding.



## **Eramus+ Project and its relevance to National Curricula ( NL)**





## **Eramus+ Project and its relevance to National Curricula (Slovakia)**

Slovak schools are guided in financial literacy education by the National Financial Literacy Standard, which describes the minimum requirements for financial, economic and legal education of students. However, majority of schools do not innovating their curricula or use services and expertise of other institutions to teach financial literacy.

In PISA 2018 Slovakia, scored in financial literacy below the average of participating OECD countries. Surveys have shown that the level of knowledge of the Slovak population in this area is one of the lowest in the EU and 34.7% of students are unable to solve problems related to finance. According to the National Bank of Slovakia, the Slovak Republic belongs to the group of countries where students from weaker socio-economic backgrounds achieve significantly worse results in financial literacy skills. The low financial literacy of young people represents a huge problem, especially as in a few years they will be adults who will start to make their first financial decisions that can have a major impact on their lives.

The Ministry of Education of the Slovak Republic recommends that financial literacy should be taught from kindergarten onwards. In a binding document to guiding education and training - the Guide to the School Year - recommends to implement Aflatoun programme to teach children financial literacy This programme links financial literacy with social literacy and sustainability – all of there topics are important for everyone, but especially for people from socially disadvantaged backgrounds of marginalised Roma communities.



## **Erasmus+ Content and its relevance for National Curricula (NL)**





## YOU AS A FACILITATOR

### Your responsibilities:

- **Intervene** when the discussion starts to fragment.
- **Prevent** favoritism and include everyone.
- **Debrief** discussions and conversations.
- **Highlight** the objective of the session during the start.
- **Identify** and **prevent** bullying.

### Your challenges:

Be prepared you might face these challenges. It is always good to acknowledge the challenges in order to prepare better for them.

- Managing and attending to the needs of the group.
- Processing emotional reactions specially post Covid-19.
- Ensuring students get opportunity to work in groups as well as individually.
- Other operational tasks and challenges.

### Basic classroom tips:

- Ensure that your voice is clear, loud and filled with energy.
- Use **voice modulation** wherever possible to convey the drama behind the story.
- Make sure you **use examples** that the students can relate to.
- **Applaud** the students for participating well in the activity.
- **Translate examples** in vernacular language if required.
- Walk around the class and see that everybody is actively participating.
- It is important to remember that the session you are facilitating belongs to your participants. You are not there to fix problems; you are there to guide the group to reach its own conclusions.

## Tips to get groups attention:

If you want to regain the attention of the group, say to them, **“For those of you that can hear me, please put up your hand.”** This visual signal will draw the attention of the entire group and so noise levels will gradually reduce. Alternatively, you could use an audible signal and ask the group, **“For those of you that can hear me, please clap once”** and then, **“For those of you that can hear me, please clap twice.”**

Use music to grab the group’s attention. Depending on the stage of your session and the impression/tone you want to set, choose your music to draw attention to an announcement or point you want to make or something you want to reinforce.



## ENERGIZERS TO USE IN CLASSROOMS

You may use the following ice breakers/energizers when you feel the energy of the class is dripping down.

## Activity 1: Appreciate your neighbor

Arrange your class in a circle with one person standing in the middle and everyone else on chairs. The person in the middle says a sentence like “I like/love my neighbor because they are wearing blue (insert any description/item you like).”

Then everybody in the circle who is wearing blue gets up and moves around the circle to find a free and available chair. The person who does not find a chair to sit stays in the middle and becomes the next caller. They can also use other descriptive examples, such as, “I like/love my neighbor because they have brown hair.”

## Activity 2: Tik- Tok Challenge

Your students might know the Tik Tok challenge “Put a finger down...”. This is an in-person variation of this challenge.

Have everyone sit in a circle or close enough to be able to hear everyone. Tell them to hold up all 10 fingers. Start off by stating one fact true about yourself, for example: “Put a finger down if you have brown eyes.” or “Put a finger down if you like summer holidays.”

Then the students who have blue eyes or like summer holidays, will put one finger down. This will continue around the circle, having each person share one fact about themselves until someone is all out of fingers. It’s better to try and use less obvious, unique facts about yourself because there is a chance that more people will have to put a finger down if they can relate to your fact. The child who is the first “out of fingers” wins!

## Activity 3: Name Chain

Cut as many long strips of paper as you have children in your group. Each child is to write his/her name on the piece of paper (they can also decorate the piece of paper). When everyone is finished, have them come up to you and help them form links of a chain. Glue one link to another and create one long chain with names of children. Tell them that each of us is unique and special, but working together we can make some wonderful and fun things.

You can use this chain to decorate the wall of the classroom. And why not have one of the links with the name of Aflatoun? This way, students will associate teamwork and creativity with the cartoon character.

## Activity 4: Link it

Teams of two or three players are formed. Each team has a piece of paper and a pencil. The facilitator announces the topic or theme for the game and sets the timer for five minutes. Starting with a word of their choice, each team tries to link as many related vocabulary words as possible. To link a word, a letter found in the previous word must be the initial letter in the next word.

For example, for an Earth features theme the words might be cave, volcano, arch, hill, isthmus, swamp, mountain, and so on. An example for an animal theme would be sheep, pig, iguana, newt, whale, and so on. When time is up, each team shares their chain with the other teams. If the linking rule was followed, they score one point for each word. The team with the most points or linked words is the winner.

### Activity 5: Pass a word

All of the players sit in a circle with their own paper and pencil. The game starts by each player writing a word (you choose a theme depending upon the session) in the middle of his or her paper. Everyone passes his or her paper to the player to the left. That player reads the word and adds another word in an attempt to make a sentence. Continue in this manner for a certain number of passes or until the papers go all the way around the circle. Players can use an editing mark to add a word between others. Players can also add a prefix or suffix to a word. Read the sentences at the end and have the players vote for the funniest sentence.

### Activity 6: 15 seconds

Have your students sit in a circle. Pick a question and have each student answer it. But they have only 15 seconds to do so! No one else should talk during someone else's time. The timer can read out the time if the person stops too early. But otherwise, let there be silence.

Examples of questions:

- What is your favorite food?
- What was the worst journey you ever took?
- What are you most passionate about and why?
- Tell us about your favourite hobby.
- Who's the person you admire the most and why?
- Where's the one place you'd love to visit most if you had the chance and why?
- If you could choose to interview anyone in the world who would it be and why?

You can come up with many other questions and vary the activity by focusing on some interesting topic. *If some of your students are not comfortable with speaking, you can also have them draw their answers or act them out.*

## Activity 7: Looking with your eyes closed:

Sometimes children spend months and years together in one classroom without really getting to know each other. This activity helps them focus on their peers and teaches them not only to really look at people around them, but also to notice and appreciate their positives and uniqueness.

Ask students to sit in a circle and close their eyes. When you tap one of them on the shoulder, they should describe another member of the group without mentioning their name. They should do this as precisely as they can, talking about what the other person looks like, special characteristics and some positives about their personality or talents. The others should listen carefully. When they think they know who is being described, they may raise their hands. At your signal, everyone opens their eyes and the speaker tells who they were describing.



## ENERGIZERS TO USE IN CLASSROOMS

Sometimes, it is easy to get your students form groups but sometimes it is a task. We all have faced similar situations. Everyone is different. Some people enjoy working in groups whereas others prefer to work on their own. Attending an interactive group training session can be some people's worst nightmare so you need to make them feel comfortable and part of the group.

To keep it simple here are few ways you can quickly get your class form groups:

### 1. Line up

- Line up according to where in the year you were born (January at this end, December at the other)
- Line up based according to your height ( smallest at this end, Tallest at the other end)

### 2. Clusters:

Ask students to form clusters according to

- No. of siblings they have
- The color of their shirt/t-shirt
- Subjects they like



### 3. Use Props

- A bag of numbered penguins from the training shop (pick one out of the bag and then ask odds and evens to form groups or 1,2, and 3 together etc.)
- Give out shapes that fit together and ask people to find the people they can make a square with for example
- Give out cards with words on and ask people to form a group using the words. Could be fruits, veg, films, characters, anything. For pairs could be Fish and Chips etc.
- Different coloured / shaped post its under chairs



## ONLINE FOR CLASSROOM FACILITATION

### 1. Virtual Board: PADLET

An online/virtual board is a learning space where both teachers and students can write and interact in real-time via the internet. Virtual boards are an easy and efficient substitute for traditional flipcharts. You can either work on the virtual board yourself, share your screen with the participants, or share the board's link with them and invite them to collaborate and write.

There are numerous virtual boards available, some of them are easier to use than others, some are free, and some do require a subscription. Take a time to explore different options and choose the ones that work best for you and your situation.

Let us understand two commonly used virtual boards in this section.

### Jamboard

#### Pros

1. Easy to use
2. You can add images, use different colours, shapes and visual support

#### Cons

1. For collaborating, participants need to have a google account

## Padlet

### Pros

1. Different design possibilities
2. The participants could like, rate and comment on the posts

### Cons

1. When using the free plan, you can only create 5 padlets

### VIDEO

You are encouraged to watch the video 'How to use Padlet'. It would help you understand the basic functionality and features of Padlet.

Tutorial Padlet - Aflatoun  
<https://youtu.be/ONH7rIH6HY>



## 1. Online Assessments: Mentimeter and Google Forms

If you have stable internet connection, you may use the following online tools for assessments.

### Google Forms

#### Pros

1. Form-based system to create quizzes and do grading.
2. Easy to edit and can be shared via link.
3. Powerful tool to collect data be it an exit slip or daily check-ins.
4. Create different kinds of questions i.e., short-answers, long-answer, multiple choice, checkbox, drop-downs etc.

### VIDEO

Aren't you excited to use Google forms in your classrooms and make your assessment fun and dynamic? Check this video to know the *basic features of Google forms*.

Tutorial Google Forms - Aflatoun  
<https://www.youtube.com/watch?v=XI7ZJ5PNakA>



### VIDEO

Watch this:  
How to create your first Mentimeter presentation -  
Mentimeter & Menti Tutorial  
<https://www.youtube.com/watch?v=VpbXY98R39c&t=43s>



## Cyber Security

### Tips for creating strong passwords

#### 1. Strong:

- Use 10 characters or more
- Use combinations of upper/lower case letters, symbols, and numbers (e.g. Lm3%\*)

#### 2. Unique:

- Avoid using common words, names, names of cities or countries, sports teams, months, names of things you see around like table, pen, etc.
- Avoid using nicknames, date of birth, places, and easily guessed personal data about yourself
- Use phrases with codes and acronyms (e.g. 3rock\_PPP)
- Use memorable numbers or combinations of words that are unique to you and that only you would know (you can also mix languages, replace letters with numbers etc.)

### How to secure passwords?

#### 1. Don't reuse your passwords.

**Tip:** If you have to reuse passwords, make sure that your most important accounts –e.g. email, social media, banking etc. –each have very strong, unique password; and only reuse passwords on

#### 2. Don't store your passwords in any document on your computer or scribble your passwords anywhere

**Tip:** If you have to write them down, make sure to keep them safe or write them down in a "coded" way that only you can "decode")

### 3. Shh! Keep your passwords secret.

*Tip: Don't tell even people you think you can trust. Passwords are unique and personal.*

### 4. Keep changing your passwords periodically.

## Cyber Hygiene Practices

Cyber hygiene consists of a set of practices and steps that users take to maintain system health and improve online security. It lets the users think proactively about their own cyber security. Common Cyber Hygiene Practices:

#### 1. Install anti-virus and periodically update it:

Ensure antivirus software is installed on all devices and is regularly updated. This software acts as a gatekeeper for devices and protects them from malicious software.

#### 2. Software updates:

Keep your software and operating system updated. The updated versions consist of bug fixes, which provide better security to your device and patch any discovered security holes

#### 3. Connect only to verified Wi-Fi:

Be cautious while you access public Wi-Fi as it is generally not secure and hackers can exploit them to steal information. If you are connected to public Wi-Fi, do not log into any sensitive websites (e.g. bank) or enter any login details. When you're outside of the reach of your trustworthy home WiFi, always access any sensitive websites or apps via your own mobile data –which is secure to do.

## Cyber Bullying

The following table describes some risks learners could face while using online content, interacting online with peers, using the internet for homework, or using online platforms or apps. You can use the table to understand how these risks might show up as you use digital technologies for your remote interactions with learners.

<b>Type of Risks:</b>	<b>Examples of how online risks might confront your students:</b>	<b>Description of online behaviour:</b>
Cyber Bullying	<ol style="list-style-type: none"> <li>1. Writing hurtful things through instant messaging, text messaging or online games.</li> <li>2. Posting insulting messages on social networking sites.</li> <li>3. Posting or sharing embarrassing photos or videos.</li> <li>4. Using threatening language delivered via online means.</li> <li>5. Creating a fake profile in order to humiliate someone.</li> <li>6. Peer-to-peer online harassment.</li> </ol>	<p>In the WhatsApp group created for your class, you see one of your students is making jokes about another student's physical appearance.</p> <p>Tsega explains that a group of students have created a fake social media profile, used her pictures, and called her hurtful names.</p>
Non-consensual sharing of sexual content	<ol style="list-style-type: none"> <li>1. Sexual content is exchanged consensually, but then shared against an adolescent's wishes.</li> <li>2. Distribution of sexualized content of peers online.</li> </ol>	<p>Ameena exchanged a nude picture with her boyfriend. When they broke up, the ex-boyfriend shared Ameena's photo on his social media.</p>
Misuse of personal data	<ol style="list-style-type: none"> <li>1. Harmful content/ information: pornography, violent videos/pictures, hate speech, other content that can expose children to dangerous contacts.</li> <li>2. Getting advertising, pop-ups, short videos containing violence, hate speech, sexual content, and adult related products.</li> </ol>	<p>Robert uses a search engine (e.g. Google) for his science homework on the reproductive system. Unfortunately, some of the content did not align with what Robert was looking for. Pornographic websites appear instead. Robert feels uncomfortable with the information displayed.</p> <p>Mariam, an 11-year-old girl, asked her big sister to use her smartphone. She opens an app and sees video postings targeting a migrant population telling them to leave their country.</p>

<b>Type of Risks:</b>	<b>Examples of how online risks might confront your students:</b>	<b>Description of online behaviour:</b>
Grooming children online for the purpose of sexual exploitation and abuse	An individual builds a relationship, trust and emotional connection with a child or young person to manipulate, exploit and abuse them (facilitated, partly or entirely, by the internet or other wireless communications). There is not always an intent to meet in person.	Ana, a 14-year-old girl, received a message on her social media account from an unknown contact. The contact complimented her pictures and asked if she could send a selfie (photo of herself).
Sexual extortion	Blackmailing a child or adolescent by getting them to share self-generated pictures (revealing or personal), in order to extort sexual favours, money, or other benefits – typically by threatening to share the material beyond the consent of the depicted individual (e.g. sharing an image on social media or through chats). This can happen between peers, or be carried out by adults interacting online with children or adolescents.	Siham and Tarek are both 14 years old and became friends recently. They started sometimes kissing when meeting. Tarek asks Siham to send him pictures of herself, and Siham sends pictures without her veil. Tarek blackmails Siham and tells her he wants sexual favours, and if she does not comply, he will tell her brothers that she sent him a picture with no veil.
Coercion of a child into producing 'self-generated' sexual material	Action of persuading someone to take a picture or a video with sexual connotations, by using force or threats.	When playing an educational video game, Yonas made an online friend, Malak. They started exchanging messages outside the game. In one of the interactions, Malak asks for a video call and suggests Yonas pose for him without his shirt. If Yonas does not do it, Malak will tell Yonas' parents that he was talking to a stranger and they may not allow him to play again.

## Applying Learning in my Life

Show the students the **Safety Network Card example**, and ask them to make a Safety Network Card of their own that they can keep with them all the time. Have them put the names and contact numbers of the family members and friends that they feel safe with. Explain that can also add hotlines to the police and other safety personnel. They can ask these people to acknowledge that they are in his/her safety network, and possibly include how the student can reach them.

### Safety Network Card Example:

Child helpline: 1098  
 Mama: 0917 6324098  
 Maria (sister): 0918 4182995



## GENDER RESPONSIVE LEARNER CENTERED TECHNIQUE

### Do's and Don'ts

Don'ts:	Dos:	DOs: (Adaptation for remote teaching using digital technology)
<p><b>Don't focus on the few extroverted learners</b></p> <p>Ensure that more extroverted learners do not dominate the discussion. Instead, draw out the opinions of quieter learners by inviting someone directly to share their opinion or say things more generally like: "I'd like to hear from someone who hasn't shared yet", or "Does</p>	<p><b>Do encourage inclusive interactions</b></p> <p>Encourage all learners to participate and share their opinions. Allow time for reflection on the class learning by providing discussion prompts, and encouraging quieter students, girls, and vulnerable learners to engage in the conversation. Affirm your students' contributions by thanking them for sharing.</p>	<p>Encourage inclusive and reflective dialogue by having students share their opinions in whatever way is accessible to them. If you are using digital technology, consider using polls and voting exercises to survey the learners' opinions. Remember to keep track of which students are sharing and how. Do encourage students to step out of their comfort zone and express themselves in different ways.</p>

<b>Don'ts:</b>	<b>Dos:</b>	<b>DOs: (Adaptation for remote teaching using digital technology)</b>
<p>anyone have a different idea than the one that was just shared?"</p>		
<p><b>Don't lecture</b> While you may need to spend time talking, especially when introducing new concepts in the classroom, do not rely on a lecture-based lesson plan. Maintaining focus for longer periods of time is an additional challenge for learners, especially if they are engaging using digital technologies. Moreover, this approach assumes that students have no prior knowledge of the topic and all learning has to come from the teacher.</p>	<p><b>Do listen actively</b> Learners need to feel that they matter and that their opinions are important and make a difference. Always give your full attention, use body language and non-verbal cues (eye contact, facial expressions) to validate what a student is sharing, check for understanding by reiterating what they've said, and thank them for their contribution.</p>	<p>If possible, keep your camera on when communicating with students through video-calls. This will give communications a more personal and sincere tone. If this is not an option, engage through the emoticon functions, typing in the chat box, or unmuting to show your support and thanking learners. Clearly identify the communication methods you will use (e.g. SMS, WhatsApp, email) with students and their parents/caregivers.<sup>18</sup> Set up virtual 'office hours' so that learners know exactly when they can reach you. Respond to them as promptly as you can.</p>
<p><b>Don't assume what their needs are</b> Students will have their own needs. Girls will have different needs than boys, children with physical or learning disabilities may have specific requirements, and there may be language barriers for other students. You</p>	<p><b>Do make an effort to understand and cater to your learners' needs</b> Make yourself aware of your learners' unique needs. Learn about their background, strengths, and any gender and context specific needs (e.g., are they ethnic minority children whose parents cannot speak the local language?). Identify any additional support</p>	<p>When adapting to teach remotely with digital technology remember vulnerable or marginalized students are more likely to miss classes and regress in their learning. Keep a roster of your students, detailing any specific needs you have identified. Flag the individuals who are facing challenges (limited access, disabilities, etc.) and come up with</p>



<b>Don'ts:</b>	<b>Dos:</b>	<b>DOs: (Adaptation for remote teaching using digital technology)</b>
<p>will need to tailor your approach to reach all students and provide specified support.</p>	<p>needed.</p>	<p>solutions with the learners and their parents/ caregivers. Follow up with learners who miss classes and ask if there is anything that you can do to support them, or even if changing times of classes would help. Have an honest discussion without blaming them for missing sessions.</p>
<p><b>Don't motivate through fear and exclusion</b> Fear as an approach to motivate learners can create a hostile environment in the classroom. Fear of failure, pressure to please their parents or fear of punishment or exclusion, can make learners feel insecure about their own abilities and can cause significant emotional harm.</p>	<p><b>Do motivate through belief and engagement</b> Learners, especially the most vulnerable, may not feel validated in the classroom. Learners who are struggling, may feel frustrated and want to give up. Demonstrate your confidence in their skills, abilities, and potential through positive reinforcement, constructive feedback and offering opportunities for improvement.</p>	<p>Even during remote teaching, make time for feedback. To make this less time-consuming, use formative assessments. This allows learners to receive immediate feedback about where they stand in the course material and gives you a gauge of their level of understanding. Using formative assessments lets you determine whether you need to revisit prior learning, or if you can move on to the next section of a specified topic. At the beginning of a session, ask participants to share how they feel by turning their camera on, or by using the emoticon function.</p>

**You are ready! Get started with your sessions.**

For any additional questions reach out to us at:  
 Join our online support community for driving the Erasmus+ Project:  
 Link to Partner Platform





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