

# TRAINING OF TRAINERS

THE AFLATOUN SERIES



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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.

## Curriculum Development:

Aflatoun International

Nadácia otvorenej spoločnosti Bratislava / Open Society Foundation / NOS-OSF

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# DAY 1

## SESSION 1

Introduction & Overview

## SESSION 2

Introduction to Aflatoun & Erasmus+

## SESSION 3

Curricula Carousel: Understand the new Aflatoun Curricula



Tea/Coffee Break

**Meet in the Middle:** Stranded on an Island

## SESSION 3

Exploring Online tools for Assessments & Discussions: (Part 1)



Lunch

## SESSION 4

Integrating Online Tools in teaching practice: (Part 2)

**Meet in the Middle:** 1, 2, 3 Clap!

## SESSION 5

Reflection & Debrief



# SESSION 1

## Introduction & Overview



### Objective

1. Introduction of facilitator and participants and presentation of house rules
2. Agenda sharing



### Materials Needed

1. Presentation
2. Paper and pencil



### Duration

30 minutes

## Action Steps

### Welcome!

1. Once the participants are seated, greet and welcome them all!

### Introduce

2. Ask, the participants to draw something that represents their:

- Personality
- Identity, their
- Likes and dislikes
- Aspirations and achievements

3. After they have completed, ask them to present the drawings and let the fellow trainers guess what the individual wishes to convey.





# SESSION 2

## Introduction to Aflatoun and Erasmus+



### Objective

1. To be informed about Aflatoun and its work.
2. Understand about the Erasmus+ project and its deliverables.



### Materials Needed

1. Presentation



### Duration

40 minutes

## Action Steps

### Explain about Aflatoun

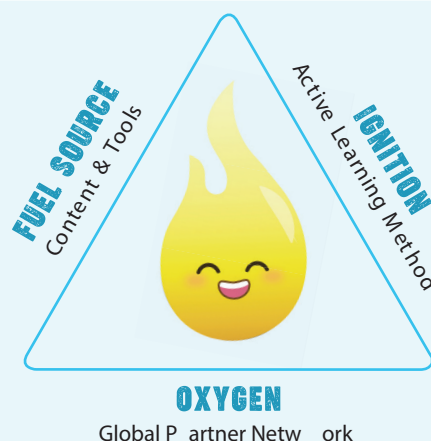
1. This session focuses on informing participants about Aflatoun and its work.
2. As a facilitator, you may use your experiences to explain about Aflatoun's work. However, here are few points that you can definitely share with participants:
  - We develop our **Social and Financial education programmes** and deliver them through a Social Franchise Model, which enables us to reach over 10 million children in over 100 countries. Our global partner network consists of 300+ partner organisations (including NGOs, CSOs, and governments) who implement our programmes.
  - **Aflatoun International's unique model** - Aflatoun International energises children and young people by equipping them with social and financial skills. Aflatoun lights children's fire through a unique triangle of fire-starters.

**1. Content & Tools (Fuel Source):** Our education resources provide the fuel, building various essential life skills on a basis of social and financial skills education. Children build socioemotional skills and awareness about rights and responsibilities, sound financial habits and understanding, and many even build small social and financial enterprises.

**2. Method (Ignition):** Our Active Learning Method

(ALM) provides the heat and ignites the spark. Trainers and teachers learn how to really engage their learners and make learning exciting, fun, and relevant, which changes everything.

**3. Network (Oxygen):** Our global network of partners provides the oxygen, unleashing a global movement. In over 100 countries, partners adapt and contextualise our educational resources, reaching millions of children. Governments and bi- and multilateral agencies in 40 countries integrate our educational resources in national curricula and projects, giving more and more children access to essential life skills and financial education.



### Explain about Erasmus+ project

1. It is a project that aims to bring in change in the lives of children (ROMA communities) and teachers. It is a 2 year project.
2. We shall work in three countries, The Netherlands, Serbia and Slovakia.
3. This project is unique as the project focuses on building 21st century skills not just in students but also teachers as they shall be using the online tools and there is special focus on engaging the parents during the session.
4. The aim is to connect the learning at school and at home/community.
5. The content details are as follows:

#### Content of the manual/themes:

- **Theme 1: Personal Understanding and Self-awareness:** Aflatoun increases a child's confidence and understanding by helping them explore their own identity and the other's from an early age.
- **Theme 2: My Rights and Respecting Other's Rights:** Aflatoun's program is grounded in the UN Convention on the Rights of the Child. Children increase their understanding and knowledge of their own rights as well as how to respect those of others.
- **Theme 3: Saving and Spending:** Children are interested in and collect things that they think have value. Aflatoun promotes a broad and positive definition of savings. Children save money and objects of personal value and learn how to spend responsibly.

● **Theme 4: Planning and Budgeting:** Planning and budgeting allow children to set both personal and financial goals for the future. The concept of thinking ahead and planning is a life skill, and is key to individual development. Children learn how to make concrete steps towards a goal that they have set for themselves.

● **5. Social and Financial Enterprise:** Social and financial enterprise have children making social change or money to learn about the world and realising that they are able to accomplish things together and be an agent of change.

There is a component to understand the quality of the content created for which we have devised a pre-survey and post survey tool for teachers.

We aim to collect the data to inform the impact on teachers and students post one year.

There will also be a round table in three countries and a policy brief shall be created.



# SESSION 3

## Curricula Carousel: Understand the new Aflatoun Curricula



### Objective

1. To explore and understand the new Aflatoun curricula through curricula carousel activity.



### Materials Needed

1. Presentation
2. Flipchart
3. Books (Chapter on Saving)
4. Pen and pencil



### Duration

90 minutes

## Action Steps

### Group Formation:

Divide participants into two groups and ask them to explore the [Session Organising Savings \(Theme 3\)](#).

Group	Book
Group 1	Books 1-4
Group 2	Books 5-8

### ★ TIP

Ask the groups to focus on:

- 1. Content :** How it varies across ages ( easy - difficult)
- 2. Active Learning Methods:** Relevance of the ALMs.
- 3. Worksheets,** if any.

### Group Activity: Elevator Pitch

1. Next, ask the groups to create an [Elevator Pitch](#). You may share the following details if needed.

#### Elevator Pitch:

*It is a short description or explanation of an idea, product, service explained to the listener in an interesting and short way.*

*It is succinct and lasts for 30-60 seconds.*

### ★ TIP

*You may create pretend money and give it to the group who was successful in selling the idea of Aflatoun to you.*

2. Ask the groups to present their pitch.

### Debrief:

1. Now it is time to **debrief**. During the debrief you must highlight the following points to let participants understand the following:

- Each book is divided into 2 sections. **Section A** with 9 core chapters and **Section B** with 3 bonus chapters/sessions.
- Each book is divided into **5 themes**.
- In each book Session 1 is **“Introduction to Aflatoun”** and Session 9 **“Aflatoun Day”** which remarks the end of the workshop.
- Each book contains **online tools** and **Parent Engagement Activity**.

2. Now let us understand, how the content differs within the same topic when taught across ages:

Book	Concept Detail	Methodology
Book 1: Organizing Savings	Ways to Save (Piggy Bank/Box, Save at home)	Stories, Good Deed Box
Book 2: Organizing Savings	Ways to Save (Piggy Bank/Box, Save at home)	Activity Pretend Money, Story
Book 4: Session 5: Savings Options	How banks work	Handout for reading
Book 5:	Opportunity Cost, identify various costs of activities performed	KWL Chart
Book 6:	Collective funds, different ways of saving (school, home, clubs, banks)	Stories
Book 7:	Ledger, ways of savings	Stories



# MEET IN THE MIDDLE

## Stranded on an Island



### Objective

1. To use critical thinking and problem-solving skills to survive being stranded on an island.



### Materials Needed

1. Needs Cards (2 copies)



### Duration

30 minutes

## Action Steps

### Group Formation:

1. Split the group based on the number of participants.
2. Ensure each group has between 4-6 members.

### Group Activity: Stranded on an Island

1. Set the scene by drawing a boat on the board/ flipchart.
2. Tell the participants they are on the boat and they are having a good time.
3. Inform them that the boat has been hit by storm and has started moving to an unknown direction.
4. Inform them they have reached on **ISLAND** and they have to choose four items for their survival from the **NEED Cards**.
5. Distribute the Need Cards and give the groups 10 minutes to identify and decide the four items.

#### ★ TIP

*You use voice modulation technique or music when you are sharing the story scenes.*

6. Ask the groups to present the following:

The need cards identified

Challenges faced while decision making process and how did you overcome the challenges

- Who was leading the discussion or there was no leader.
- Did someone feel that their opinion was neglected?

### Debrief:

It is time to debrief the following points:













Decision making process is challenging as there are diverse thoughts.

It is essential to think from someone's perspective to lessen the disagreements within the group.

- We should learn from each other's experiences.

# STRANDED ON AN ISLAND

## NEEDS CARDS

 <p>School</p>	 <p>Healthy food</p>	 <p>Healthy food</p>
 <p>Home</p>	 <p>Clean water</p>	 <p>Clothes</p>
 <p>Car</p>	 <p>Mobile phone</p>	 <p>Computer</p>
 <p>Bicycle</p>	 <p>Television</p>	 <p>Pocket Money</p>



# SESSION 4

## Exploring the Online Tools for Assessments and Discussions



### Objective

1. To explore and understand online tools for facilitation.



### Materials Needed

1. Presentation
2. Padlet/laptop an
3. Books (Chapter on Saving)
4. Video resources



### Duration

70 minutes

## Action Steps

### Think:

1. Ask the participants the following questions:
  - How many use the internet and for what purpose.
  - How many use interest in their teaching profession and how.
2. Ask the participants to share if they share any specific tool or application during Covid-19 or post Covid. (Hint: Google Document, Youtube etc)

### Explain:

Explain to the participants that there are various online tools available that can aid the teaching process.

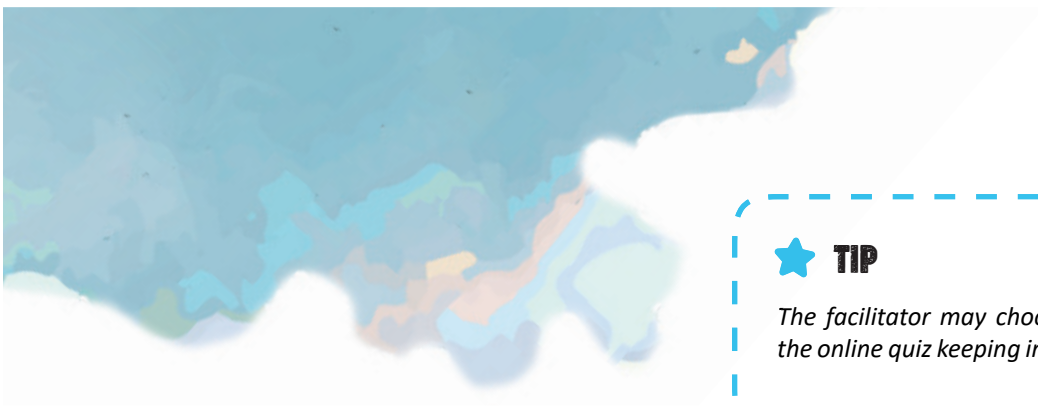
### Let's play a Quiz:

Ask the participants to either log to mentimeter.com and add the passcode or scan the QR code visible on the screen and do an online quiz with participants.

### ★ TIP

*It may take a while for participants to log on the application, be patient.*





**★ TIP**

*The facilitator may choose to add/edit the questions for the online quiz keeping in mind the facilitators and context.*

**Following questions to be asked Mentimeter:**

**What is the capital of Slovakia?**

- a. Bratislava      b. Delhi      c. Belgrade

**Which country does not share a border with Slovakia?**

- a. Hungary      b. Ukraine      c. Croatia

**How many total participants are present in this workshop?**

(short answer)

**Can you guess where your facilitator Sangina is from?**

(short answer)

**Teaching Financial Literacy to kids is a waste of time.**

True / False

**How many of you have an emergency/ contingency fund?**

- a. Yes, I have  
b. No, I don't  
c. I don't know what an Emergency Fund is!

**Men should have access to all the resources.**

True/ false

**Only rich people can create an enterprise.**

True/ False

**The facilitator is encouraged to use jokes while pointing at correct answers.**



### Reflect:

1. Ask the facilitators to share their experiences while using the online assessment tool. While you may hear positive feedback, be ready to acknowledge and hear the negatives too. Example: It was tough to login, my handset does not have required memory etc.
2. Explain to the facilitators that in this session they will explore two tools namely, **Mentimeter** and **Padlet**.

### Understanding Online Tools:

1. Share with them that they shall now deep dive to understand the online assessment tool.
2. Express that learners today have a different learning style due to their exposure to technology. Hence, as facilitators it is our responsibility to ensure we readily change assessment criteria and style too.
3. Ask the participants to think about what could be the benefit of using an online assessment tool?
4. Express that the information gathered can be used to enhance the learner's knowledge and give feedback. We have multiple assessment tools available online like surveys, polls and quizzes. Based on our learners, content and context we should choose the appropriate tool to reach the assessment objective.
5. You may share the handout on **Online Tool (see page 13)** and **'How to use videos'** with participants and allow them to read and view it independently/group.

#### VIDEO

*You are encouraged to watch the videos to help you understand the basic functionality and features of Padlet and Mentimeter.*



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



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

# ONLINE TOOLS

## Padlet

Padlet (opens in a new tab) is a platform in which you can create a single or multiple walls that are able to house all the posts you want to share. From videos and images to documents and audio, it is literally a blank slate. It's collaborative, too, allowing you to involve students, other teachers, and even parents and guardians.



Who you share that with is up to you as a moderator. It can be public, open to all, or you can place a password on the wall. You can only allow invited members to use the wall, which is the ideal setup for education. Share the link and anyone invited can enter easily.

### 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

## Optional Virtual board Tips:

1. Prepare the board beforehand so it contains the basic information, titles and instructions
2. Make it visually engaging (when the platform allows)
3. You can share your screen to show the virtual board to the group and add their suggestions and ideas as they mention them. You can also share the link to a collaborative virtual board and have the learners add their own reflections themselves. This could be more challenging at the beginning but you can help the learners to slowly feel more comfortable using digital tools and working in online environments.

## Mentimeter

Mentimeter is a cloud-based tool used to add interactivity to presentations using live questions, quizzes and polls to improve student engagement. You can build an interactive presentation using 13 interactive question types including, multiple choice, word cloud etc. is an online tool, mentimeter can enhance your teaching to provide an active learning environment.

Students should use their laptop or mobile device to access it and the results are available instantly. Through

mentimeter, students can participate in real time which will ask them to show their knowledge of a topic, their personal opinion, how they rate something, spark discussion in live sessions or be used to evaluate knowledge as an exit activity to a session.

The anonymity of the tool increases engagement as this takes down the barrier of being singled out for 'not knowing something.'



### Pros

1. Converts monologue classes/lectures into interactive events
2. Creates Word Clouds based on your audience's reactions
3. Possibility to conduct quizzes and have real-time inputs

### Cons

1. Scope to add time based quizzes and add multiple question formats
2. Application needs time to load



# SESSION 5

## Integrating the Online Tools in Teaching Practice



### Objective

1. To explore and practise developing online Tools for facilitation of sessions.



### Materials Needed

1. Presentation
2. Padlet/laptop
3. Books (Chapter on Saving)
4. Video resources
5. Slips (Padlet/Mentimeter).



### Duration

60 minutes

## Action Steps

### Think:

- What did you eat for breakfast?
- What is one thing that is missing in your classroom/ workplace?
- Can online tools work in your context?

(Explain that even reading an online article or watching a video is considered as using an online tool).

### Pair/Triads

1. Ask the participants to make pairs/triads with their partners and share the answers with them.
2. Next, distribute a slip (See page...) to each group stating the name of the online tool.

### Activity : Integrating Online Tools

1. Instruct the participants to integrate the online tool stated on their slip in Session - **Organising Savings** (dealt during morning session).
2. Explain them to identify and specify the level and characteristics of their learners.

3. Give each group:

### Rapid Review

Activity	Time
Creating online activity using mentimeter or padlet	20 minutes
Conducting the activity with participants	10 minutes

Raise hands if you enjoyed the process.

Raise hands if you face issues and wish to resolve them.

You may ask a couple of participants to share their views.

Encourage the groups to keep exploring various tools and functions each tool offers.

**TIP**

*Move around the room and assist the groups as needed.*

## TEAM BUILDING ACTIVITY

# 1,2,3 CLAP!



### Objective

1. To Reflect on their actions and mistakes and learn how to improve on them. The activity also demonstrates how making mistakes together is a fast track to building a cohesive group.



### Duration

70 minutes

### Round 1:

1. Ask participants to find a partner (or partner them up in a way that is appropriate for your group).
2. Explain that pairs will count to three over and over again, with partners alternating saying the next number in the sequence.

3. Model slowly with a partner.

4. Once everyone has had a minute or two to play, use your attention signal to bring that round to a close. Ask:

- How many of you made a mistake? What did you do when you made a mistake? (Typical answers are, “Laughed,” or said, “Sorry,” or pulled back).
- Explain that these are all ways that people give cues to the group that say, “I’ve got this. I’ll laugh at myself or apologise so you won’t push me out.”

5. Tell the group that during the next round, when someone makes a mistake, they should raise their hands in the air and say, “**Ta-da!**”.

## Round 2:

1. Explain that for this round, pairs should replace the number “1” with a clap and then continue the number sequence “2 - 3” counted out loud (Clap-2-3, Clap-2-3, etc.).

2. Model slowly with a partner. During the modeling, purposefully make a mistake such as saying “1” instead of clapping after “3.” Raise your hands in the air and say, “**Ta-da!**”.

3. Once everyone has had a minute or two to play, call the round to a close. Ask:

Was anyone glad that they weren’t the only one making a mistake?

4. Tell the group that in the next round when one person makes a mistake, both partners will raise their hands in the air, give each other a double high-five, and both say, “**Ta-da!**”.

## Debrief the teambuilding activity:

1. Ask participants to notice how they were taking care of each other and were learning to sync with each other – finding the right pace for everyone to succeed.

2. Ask participants to notice the positive energy that was created with each mistake in the group. Explain that they will now be working together for the next few days and should try to keep that same energy when mistakes are made. Ta-da!

3. **Closure:** Ask the group to reflect on their own, with a partner, or in a small group on making mistakes.

4. What has been their experience with group norms around mistakes in the past?

5. How might making mistakes as an expected and welcomed experience change a group’s dynamic?

6. How did this activity affect this group’s dynamics?

## Modifications and Variations

Add another round with a clap, stomp, and snap. Notice the joy that is in the room even when the task becomes more difficult.



# SESSION 6

## Reflection and Debriefing



### Objective

1. Reflect on the day's learning.



### Materials Needed

1. Paper and pen



### Duration

30 minutes

### ★ TIP

*Encourage them to use the language they are comfortable in.*

## Action Steps

### Celebrate!

Congratulate the participants for successfully covering the topics for Day 1.

### Reflect:

You may ask couple of volunteers to share their learnings and what could have been done better. Ask the participants to reflect on the following questions and answer them on a sheet of paper.

### Diary Writing

1. The participants will be asked to reflect on the day through the following questions:

What were 5 things that you learnt from today's sessions?

How are you going to use them in your ToT?

- What is something that you may change for your ToT from today's sessions?

- What were the challenging parts of today's training?

- How could we change them for the future?

● How best these challenges helped you to get more prepared for the upcoming ToTs you are expected to deliver?

2. Collect the sheets from the participants as you shall be making a reflection journal/diary from the same and presenting it to them on the last training day.



# DAY 2

## SESSION 1

Energizer & Recap

## SESSION 2

Active Learning & Active Learning Methods (ALMs): (Part 1)



Tea/Coffee Break

Meet in the Middle: Which One!

## SESSION 3

Implementing Active Learning Methods: (Part 2)



Lunch

## SESSION 4

I am a Facilitator!

Meet in the Middle: Head, Shoulders, Knees & Toes

## SESSION 5

Reflection & Debrief



# SESSION 1

## Energizer & Recap



### Objective

1. Reflect and recap on the learnings from Day 1.



### Materials Needed

1. Flipchart
2. Paper and pens



### Duration

20 minutes

## Action Steps

### Part 1: Energiser: Common Threads

#### Demonstrate

1. Read/showcase the following words:
  - Red, Blue and Green
  - Car, Jeep and Taxi

#### Identify

1. Ask participants to find the commonality between these words. So it will be colours.
2. Then you can show: pen, pencil, notebook, which would be stationeries.

#### Activity: Find the Common Thread

1. Now ask participants to self-divide themselves into two groups and identify what are the common among the group members:

A place liked by all	
A dish liked by all	
Something disliked by all	
Common dish everyone possesses	

2. Instruct the participants that they have 5 minutes to identify all these commonalities and another 5 minutes to share/present them with a large group.

**Part 2: Recap**

**Flashback**

1. Invite participants to share what they want to do more and what new things they learnt in yesterday’s session.
2. Following template may be used or demonstrated for reflection based on the facilitator’s discretion.

What do we Want to know about Aflatoun today?	What did we Learn about Aflatoun yesterday?



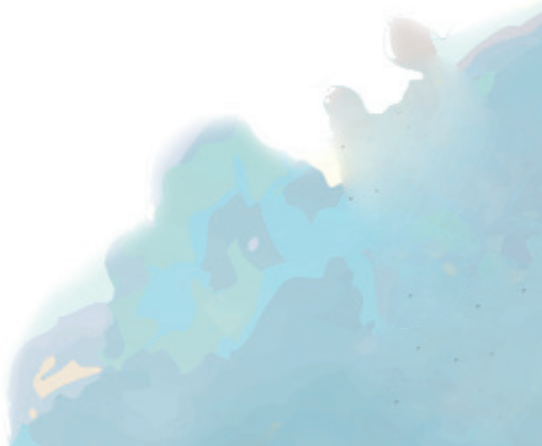
# SESSION 2

## Active Learning & Active Learning Methods



**Objective**

1. Understand what active learning is.
2. Be familiar with Active Learning Methods (ALMs)





## Materials Needed

1. Paper and pencil
2. Aflatoun Books
3. Presentation



## Duration

80 minutes

## Action Steps

### Part 1: Active Learning

#### Easy Conversations

1. Ask the participants the following questions:
  - How do you think a child learns?
  - Can playing or doing project work contributes to a child's learning. Vote with your feet if you agree.
  - Create a problem tree listing the issues you face in your classroom.

2. Show the following video to the participants. (This step can be omitted if there are no resources)

#### Think- Write- Share

3. Discuss what the participants observed and what they found alarming or starking.

#### ★ TIP

*You may use different videos and pictures that display various classroom practices.*

1. Ask the participants what they understand by Active Learning?
2. Give them 5 minutes to discuss with their immediate partners.
3. Ask them to write their discussion points on a sheet of paper.
4. Now, ask the pair to share their thoughts with the large group.

#### Explain

#### Draw

##### Active Learning:

*Active learning refers to techniques where students do more than simply listening to a lecture example reading, discussion, project work, activities etc.*

*It involves learners directly and actively in the learning process.*

1. Instruct the learners to draw an image of a classroom where the facilitator is using active learning.
2. Give them five minutes for the same.

## Part 2: Active learning Methods (ALMs)

### Find the ALMs

1. Break the participants into two groups and designate the reading books.
2. Ask the groups to identify the ALMs used in sessions and subsequently rank them based on

Group	Books	Theme
Group 1	Books 1, 3, 5, 7	Theme 1 and Theme 2
Group 2	Books 2, 4, 6, 8	Theme 3 and Theme 4

their complexity (easy-moderate- difficult). Highlight that group members should rank the ALMs based on the context and learners. Give them 15 minutes for the same. You may use the following table to explain the participants a bit more in detail what does easy-moderate-difficult means:

3. You may demonstrate the following example by writing it on board/ flipchart or presentation.
4. Invite the groups to share their learnings.

ALM Ranking	Specifications
Easy	ALMs that don't need to be modified in their content or facilitation dynamic
Moderate	ALMs that require previous thought and planning before being able to be delivered They may require extra templates/worksheets/resources.
Difficult	Challenging to deliver based on learners style and resources needed

## Explain the ALMs

Book	Theme	Session	ALM	In class Application
Book 1	Theme 1	Session 2	Discussion	Easy

1. Highlight that there various ALMs but across books we mostly use the following:

- Brainstorming
- Problem Tree
- KWL Charts
- Running Dictation
- Image Theater
- Memory Cards
- Jigsaw
- Vote with your feet
- Expert Groups

2. Briefly explain them all.

3. Conclude the session by asking participants if they have doubt.

### ★ TIP

Based on the time you may use videos to explain a few ALMs.



# MEET IN THE MIDDLE

## Which One!



### Objective

1. Exercise self-awareness and group awareness



### Materials Needed

1. Pre-planned questionnaire



### Duration

15 minutes

## Action Steps

#### Take your position:

1. Position yourself in the centre of the room/ space and allocate two parts of the room/space as destinations.
2. Ask the participants to stand in the centre of the room.

#### Activity

1. Read aloud the questions and give 10 seconds to let participants think and choose their destination.
2. Keep repeating the several rounds based on time.

#### 3. Sample questions:

- Are you a paper or plastic?
- Are you water or fire?
- Are you strict or lenient?

#### ★ TIP

*Questions can be written or thought ahead of time to avoid misinterpretations.*

*Avoid pairing with perceived good or bad choices.*



# SESSION 3

## Implementing the Active Learning Methods (ALMs)



### Objective

1. Chalk out customised implementation plan for ALMs



### Materials Needed

1. Aflatoun Books
2. Paper and pencils



## Duration

75 minutes

## Action Steps

### Planning:

1. Now that participants are aware of the ALMs, ask them to individually identify 3 most complicated/confusing ALMs based on their context and learners.
2. Once done, ask the participants to move and pair up with the participant(s) who have identified a similar ALM as them. Example:
  - Person A identified: Jigsaw and Vote with feet confusing
  - Person B identified: Jigsaw and Running dictation confusing
3. So, they can pair as Jigsaw is common to them.
4. Once the grouping is complete, ask them to identify a theme and session that uses the ALM
5. Next, ask the participants to adapt or identify a new ALM that could be used instead of the old one ensuring that objectives are aligned.
6. Encourage participants to search online or think of creative ways to adapt. Let them put on their thinking caps.

### Sharing:

1. Let the participants share their plans in the large group.
2. Ask them to highlight the characteristics of their context and learners.
3. Thank them for sharing their responses.



# MEET IN THE MIDDLE

## Head, Shoulders, Knees and Toes



### Objective

1. Mixing up team, improving collaboration and improving listening skills, strengthen relationship and cohesiveness





### Materials Needed

1. Cup or bottle



### Duration

15 minutes

## Action Steps

#### Activity:

Everyone finds a partner. Place a plastic/ paper cup or bottle equal distance between each partner. Your leader stands in the middle, and at random shouts out: Head Shoulders Knees and Cup or Bottle. As you name each body part, the participants place both hands on the head, shoulders, knees etc. When you say cup/bottle, they compete to grab it. Winner finds another winner.



# SESSION 4

## I am a Facilitator



### Objective

1. To help participants to understand facilitative and directive approaches to teaching, through the dynamics of “Group formation” and “Adult Facilitation”.



### Materials Needed

1. Handouts



### Duration

90 minutes

## Action Steps

#### Activity

In the beginning of the session, the trainer will present the topic: I am a facilitator!

- Are you/we facilitators? or Teachers?

- Why facilitators?
- Why Teachers?
- Are these terms different from one another?
- What are their differences and similarities?
- Which one of them is the best? What makes one better than the other? (Bring examples).

The trainer narrows down the discussion into sub-topics which are Facilitative and Directive approaches into teaching. The trainer divides the participants into two groups and asks each group to research/discuss the following questions for presentation:

#### Group 1:

1. What is a Facilitative approach to teaching? Give your own definition of it.
2. What are the other names for facilitative way of teaching?
3. What are the standing features of a facilitative approach into teaching? name some of them, and bring at least 5 examples.
4. Is there any difference between using a facilitative teaching approach with adults and young children? Share your thoughts through examples.
5. How would you teach the concept of gender equality from AFLATOUN books through a facilitative teaching approach?
6. Showcase 5 minute lessons to the whole group, and answer the above questions in a creative way.

#### Group 2:

1. What is a Directive way of teaching? Give your own definition of it.
2. What are the other names for directive ways of teaching?
3. What are the standing features of a Directive approach to teaching? name some of them, and bring at least 5 examples.
4. How would you teach the concept of gender equality from AFLATOUN books through a directive way of teaching?
5. Showcase 5 minute lesson to the whole group, as well as answer the above questions in a creative way.

To finish the above activity, participants are given 50 minutes to brainstorm everything and prepare for the 5 minute lesson. While presenting, the work will be assessed based on, how well the groups answered the questions? How unique and original were the presentations? How creative were the presentations? Did they consider gender facilitation? Were they able to showcase how is the particular concept/approach being used for diverse group of audiences?

After the presentation, discuss to what extent Gender facilitation was taken into account while planning and teaching? Discuss, what challenges could be faced while implementing and how

would they tackle them.



# SESSION 5

## Reflection & Debrief of the Day!



### Objective

1. Reflect on the day's learning.



### Materials Needed

1. Paper and pen



### Duration

30 minutes

## Action Steps

### Celebrate!

Congratulate the participants for successfully covering the topics for Day 2.

### Reflect

1. You may ask couple of volunteers to share their learnings and what could have been done better.
2. Ask the participants to reflect on the following questions and answer them on a sheet of paper.

### Diary writing



1. The participants will be asked to reflect on the day through the following questions:

What were 5 things that you learnt from today's sessions?

How are you going to use them in your ToT?

- What is something that you may change for your ToT from today's sessions?
- What were the challenging parts of today's training?
- How could we change them for the future?
- How best these challenges helped you to get more prepared for the

upcoming ToTs you are expected to deliver?

2. Collect the sheets from the participants as you shall be making a reflection journal/diary from the same and presenting it to them on the last training day.

### Identify

Ask the participants to identify an energiser or team building activity that they shall conduct on Day 3.



# DAY 3

## SESSION 1

Energizer & Recap

## SESSION 2

Cyber Security



Tea/Coffee Break

## SESSION 3

Monitoring & Evaluation

Meet in the Middle: Guess what I like to do!



Lunch

## SESSION 4

Contextualization & it's Implementation

## SESSION 5

Recap & Debrief



# SESSION 1

## Energiser & Recap!



### Objective

1. Reflect and recap on the learnings from Day 2.



### Materials Needed

1. not mentioned\*\*\*\*\*



### Duration

20 minutes

## Action Steps

### Part 1: Energiser :Touch Something...

(To be conducted by participant but it is safer to have a back up option with you as well)

1. Explain to participants they will hear a colour name and based on the same they have to identify an item. They are free to move around the room but should ensure that they do not hurt anyone.

*Example: when they hear they could show a blue pen*

2. Continue the game for two- three rounds with different colours.
3. Thank everyone for their participation.



# SESSION 2

## Cyber Security



### Objective

1. Explain cybersecurity and its importance.



### Materials Needed

1. Pen and paper
2. Presentation
3. Sound System



### Duration

80 minutes

## Action Steps

### Draw

1. Ask the participants to draw their house or floor plan of their house.
2. Next, ask them to identify the defence mechanism they have in their house to protect them from burglary and other threats. Example: door locks, window locks, alarms etc.
3. Debrief that just like we have defence mechanisms in our houses we do need defence mechanisms in our work.
4. Let us move to the next section where we understand cyber security.

### Igniting Questions

1. Do you think there are digital devices that are safe from being hacked? Why or why not?
2. Explain that no device be it laptop, mobile or TV is safe from being hacked but we can take few measures to identify threats and save our devices.

### Knowledge Check

1. Ask the participants if they know about cyber security?

2. Why is cyber security important?

3. Who is it for?

4. After inviting the responses, debrief the following points:

Cybersecurity is about studying and protecting electronic devices from attackers and viruses.

- It is important for everyone who interacts with digital devices, be it children or adults.
- Fraudsters and hackers attack devices for financial gain and evil purposes. Iterate that as we are using and we shall also be logging on to different applications, it is essential that we understand the basics of cyber security.

5. Now that we have understood a bit about cybersecurity and its importance let us understand it a bit better.

#### Option 1: Online Module

1. Run the cyber security module with the participants.
2. If they have their own laptops you can share the module via pendrive or if the internet is available the facilitator can run the module on screen and seek participation from all.

#### Option 2: Live Session (Passwords, Viruses and Malware and Cyber Bullying)

1. Explain the participants that this session shall cover three major parts namely, passwords, malware and phishing)

### Passwords

#### Test your password

Ask the participants to open the following website and test the strength of their password that they have for the most commonly used account. Example: their email password.

Password Check | Kaspersky : <https://password.kaspersky.com>

2. Ask the participants to raise their hands if found they were using the passwords that were easy for hackers to find.

#### 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 of 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.

## Malware and Viruses

### Sharing

1. Ask participants if any of their devices has been under a virus attack. Ask them to recall famous virus attacks.
2. Share with them most common virus attacks namely:

#### ★ RESOURCE

Share the following links if they wish to read more.



*Famous Virus Attacks*  
<https://antivirus.com/2021/10/27/famous-virus-attacks/>



*Top Ten Worst Computer Viruses in History*  
<https://www.hp.com/us-en/shop/tech-takes/top-ten-worst-computer-viruses-in-history>

3. Explain that Cyber hygiene practices are as important as our personal hygiene. Just like personal hygiene benefits our health, cyber hygiene benefits us in the online world and protects our devices.

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

5. 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.

**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

**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.

**★ TIP**

*You may use different videos and pictures that display various classroom practices.*

## Cyber Bullying

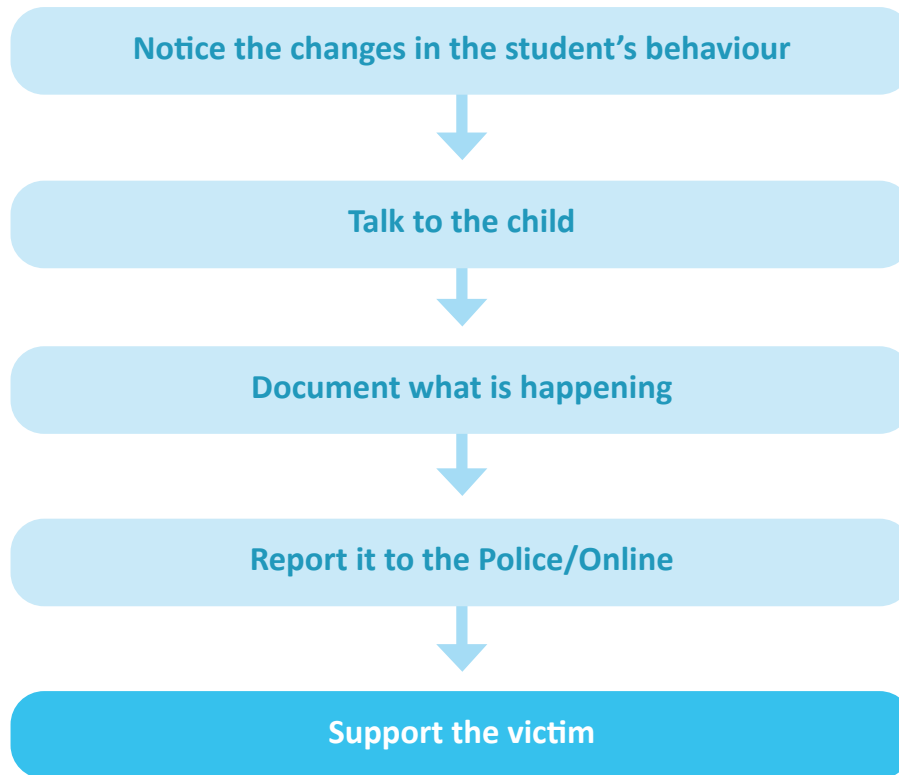
### Discuss

1. Anyone who has been bullied or knows someone who has been bullied?
2. How would the victim have felt due to bullying? Example: Tense, changes in behaviour etc.
3. Online bullying is on rise amongst the students. Are they aware of the same?

### Understand

1. Express that cyberbullying takes place over digital devices like mobiles, laptops etc. It may occur via text, apps or forums. It involves sending, sharing, negative, false and harmful content by someone else.
2. Express that during the implementation of the workshops they might use online tools so it is important to be aware of this concept in order to protect ourselves and our students.

## What to do



# SESSION 2

## Monitoring and Evaluation



### Objective

1. Understand the tool and its administration



### Materials Needed

1. Monitoring and Evaluation Tool



### Duration

60 minutes

## Action Steps

1. Explain to the participants that this is a very important tool that has to be administered with utmost care. Help them understand that it is their duty to administer it properly.
2. Give participants one copy of the tool and give them ten minutes to go through the tool individually. Ask them if they would like to share anything about it.
3. Explain the tool:

### Section 1: Background Information

This section aims to gather basic socio-demographic background of the respondent including key information related to teaching experience, teaching context and previous training attended on social and financial education.

### Section 2: Teaching Methodology

**Formal Setting:**

*Formal setting refers to structured education system which may include specialised educational curriculum and programs (i.e. schools, universities, colleges)*

**Informal Setting:**

*Informal setting refers to education that occurs outside a structured educational system or curriculum. (i.e. out of school youth classes, night classes)*

This section explores the pedagogy of the teachers specifically their level of familiarity, and confidence on utilising active learning methods in their teaching.

### Section 3: Awareness and Knowledge on Social and Financial Education

**Familiarity:**

*Familiarity refers to the state of having knowledge or knowing something.*

**Confidence:**

*Confidence refers to the one's assurance on something like abilities in a secure manner*

This section determines the level of awareness and knowledge of the respondents on some of the general and significant information related to social and financial education. This is through measuring their level of agreement and disagreement on specific social and financial education statements.

### Section 4: Aflatoun Books Concept/Content

This section includes key important questions that the Aflatoun books would like to highlight or emphasise in the roll-out among teachers and learners.

### Section 5: Post-Training

This section aims to give assessment and feedback on the Aflatoun training and its components. This section shall only be part of the post-survey tool.

4. Highlight that they have to administer the Pre-Survey along with the organisation's support during the National Training.
5. Explain them to explain to the teachers that once they have completed the workshop (9 sessions) they will self administer the post survey and share it with the organisation concerned.



# MEET IN THE MIDDLE

Guess what I like to do?



## Objective

1. Mixing up team, improving collaboration and improving listening skills, strengthen relationship and cohesiveness



## Materials Needed

None



## Duration

60 minutes

## Action Steps

1. Greet the teachers. Tell them that we'll begin the day with a quick energizer.
2. Ask teachers to walk around the class. Play Music/count and ask them to stop once music/counting stops. Tell them to pair up with the person closest to them.

3. Ask them to enact their favourite time pass activity' while their partner guesses.After one person is done, the other person enacts their activity.

4. After 2 mins,ask them to walk around again,meet a new person and enact their favourite dance move (say from a film song)'while their partner guesses.After 2 mins,ask them to walk around again,meet a new person and enact their' an activity that refreshes them' while their partner guesses.

5. After they are done, thank them for participating and settle down.



# SESSION 3 & 4

## Contextualization and it's implementation



### Objective

1. Understand its relevance and methodology.



### Materials Needed

1. Contextualisation Checklist and sessions



### Duration

70 minutes

## Action Steps

### 1. Igniting Questions

- What do you prefer, waffles or local sweet dishes?
- Who is your favourite actor?
- Do you relate to Belgrade or Bratislava more?

### 2. Sharing

1. Express that when something is related to our context we can relate to it and it does make more sense to us. Same goes with students, when we contextualise the content we make it more meaningful for them.
2. Share the contextualization checklist (Appendix A) and ask the participants to go through the same. You may point out that when they were adapting the ALMs that was also a part of contextualization.

### 3. Doing

1. Allocate each participant one session from the book of their choice and ask them to contextualise individually.
2. Ask the participants to share their responses.

## Appendix A

### CONTEXTUALISATION CHECKLIST - ERASMUS+ PROJECT

This checklist will help to guide the process of contextualisation, by providing an overview of components to take into consideration when adapting the Aflatoun Curriculum. The changes you will make to the content will make the learning experience more applicable to your learners, keeping them engaged and active.

Remember! The themes, session structure, learning outcomes, and teaching methodologies developed for the Erasmus+ curriculum were selected based on the needs of the learners and educators in the European context. Further adaptation of these aspects is not necessary at the national level.

#### Checklist

##### General

If necessary, simplify the vocabulary or/and add a glossary with definitions (focus on key terms that are new for the learners and might cause confusion).

As you translate, use relevant language for the learners' context, age and education level.

Review terminology that might need to be adapted based on the implementation modality (for example, student/learner, club/ classroom, teacher/facilitator, etc).

Use local names, common hobbies, professions, and traditional products in the examples and case studies.

If necessary modify songs, poems and stories to make them relevant to your context. Make sure the changes do not affect the session's learning outcomes.

Remember to avoid reproducing harmful gender stereotypes as you modify the content. Images and examples should represent women and men equally and fairly.

### Social

Use social problems or conflict that are relevant for your context and your learners' diverse backgrounds and experiences (think about various forms of violence, harassment, abuse, bullying, unhealthy relationships, etc).

Include the contact information of key child-friendly support services in your community such as: medical/health services, child help line, legal services, psychological support, etc.

Adapt session if you think it can create tension between participants because of existing divisions between religious, ethnic, or socioeconomic groups in your country.

### Financial and entrepreneurship

Use the local currency and common names used to refer to money in local context.

If relevant, include examples of successful women and men, role models and entrepreneurs in your community/country.

Include examples of safe and child-friendly financial institutions that operate in your country and are commonly used by the learners or their families.

Use examples of professions and income sources relevant to participants in their context.

Provide examples of social and financial enterprises that could succeed in your context and that are attractive to the learners (such as developing apps, recycling or repurposing materials to create something new, creating social media campaigns, etc).



# SESSION 5

## Recap & Debrief

Same as Day 2. The facilitators can ask the trainers to lead the session or Create a learning Wall where participants can list what they remember from that day.

***You may use Google Document or Padlet for this.***



# DAY 4



## SESSION

### Planning & Preparations for Facilitation



#### Objective

1. Prepare the lesson plan for the transaction.



#### Materials Needed

1. As per the list prepared by facilitators



#### Duration

Full day

### Action Steps

#### Celebrate!

Congratulate the participants for successfully completing three days of immersion training.

#### Plan

1. Ask the participants to identify 2 sessions that they plan to deliver on either of the day **5, Day 6 or Day 7**.
2. Iterate that they should be fully prepared and may try to incorporate a few recent learnings from training like using online tools or ALMs.
3. Circulate the **Teaching Plan Handout (Appendix A)** and ask all the participants to fill the same.
4. Distribute two **Lesson Plan templates (Appendix B)** per facilitator to ease and organise the planning process.



## Lesson Planning Template

Lesson Name:

Grade:

No. of Students:

Subject :

Time duration:

Session Objectives:

1

2

3

My context:

My learners (Briefly describe your learners and their learning style):

Hardware check:

My internet connectivity:  Good  Moderate  PoorMy learners internet connectivity:  Good  Moderate  Poor

My choice of web browser:

a. Google Chrome

c. Bing

b. Yahoo

d. Other ...

## ▶ Content & Tools

Content	Objective	Tool used ( Padlet, Microsoft Word, and MS PowerPoint et c.)	Type of activity (Independent work, Small group, Teacher-assisted, whole class, hand-on)
Habitat	<ul style="list-style-type: none"> <li>Understand animal habitats</li> <li>Employ habits to save environment</li> </ul>	PadletG	group activity
Topic 2			
Topic 3			
Topic 4			
Assessment			
Additional / Optional Activity (if any)			
Small Group	Group 1 List names :	Group 2 List names :	Group 3 List names :
	Student A	Student A	Student A

Potential Cyber threats to be cautious off:

Special Notes:

Back-up plan to mitigate the barriers

Plan A :

Plan B :

# DAY 5, 6 & 7

## SESSION 1

Mock Session by Master Trainers

## SESSION 2

Reflections & Observations



## SESSION

Mock Session by Master Trainers

This day team and lead facilitators shall observe the facilitators in the field. Encourage and applaud them for their efforts and it is also the time to provide them constructive feedback.

Post completion of the session by the facilitator ask the facilitator to complete the **“Reflection Template” (Appendix A)**

Ensure all the observers fill the **“Observation Template” (Appendix B)** - this will be useful while the feedback is shared with the facilitator who presented.

## My Reflection Template

How are you feeling after using ICT tools in your lesson plan?

What went well and why?

What problems you encountered?

Did your learners participate and feel engaged while you transacted the lesson?

## Overall Session Transaction

Did I listen and understand my learners?  Yes  No

Two valuable lessons learnt by you:

1

2

## Reflecting on Teaching Practice

### Session Preparation

Are you satisfied with your session plan?  Yes  No

If No, what could have been improved/ changed?

Did you plan well for your session?

Yes  No  Yes, but I should have given more time and thought.

Did you ensure you have the required resources?

Yes  No  Yes, but I should have given more time and thought.

### Session Preparation

Were you able to meet the session objectives?  Yes  No  Partially

Did the present lesson plan format work?  Yes  No  Partially

If No/ partially, what might you plan to do differently if you taught this lesson again?

Present Plan

Future Plan

What tools you used in your lesson plan?

1

2

3

Will you use same ICT tools in the next plan ?

- a. Yes, I will use the same tools and first master them .
- b. No, I will use different tools.
- c. I will mix and match based on session objective.

Will you use same ICT tools in the next plan ?

- a. Yes, I will use the same tools and first master them .
- b. No, I will use different tools.
- c. I will mix and match based on session objective.

Did your learners comprehend the concept explained via using ICT tools or they prefer chalk and board method?

- a. Yes, my learners were engaged and are eager to see me using more of ICT tools.
- b. No, they prefer chalk and board method.
- c. They prefer me using both.

Which assessment tool did you use?

- a. Mentimeter
- b. Kahoot
- c. Google Forms
- d. Other ...

Were you able to assess your learners ?  Yes  No  Partially

Is there something you would like to do differently when assessing?

Yes I would...

No



### Classroom Environment

Describe your classroom environment when you integrate ICT tools in your lesson plan ?

Did your learners have appropriate time to complete individual /group activity ?

Yes  No

Did you receive feedback from your learners ?  Yes  No

### Future Plans

What more would like to explore?

## Observation Tool Template

Facilitator:

Session Delivered:

Observer:

Date and Time :

Use criteria that apply to format of course observed.

Review Section	Description/ Comments
<p><b>SUBJECT MATTER CONTENT:</b> (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)</p>	
<p><b>ORGANIZATION:</b> (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)</p>	
<p><b>RAPPORT:</b> (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)</p>	



Re view Section	Description/ Comments
<p><b>TEACHING METHODS:</b> (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	
<p><b>PRESENTATION:</b> (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	
<p><b>MANAGEMENT:</b> (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)</p>	
<p><b>SENSITIVITY:</b> (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)</p>	
<p><b>ASSISTANCE TO STUDENTS:</b> (assists students with academic problems)</p>	





Review Section	Description/ Comments
<p><b>PERSONAL:</b> (evidences self-confidence; maintains professional comportment and appearance)</p>	
<p><b>PHYSICAL ASPECT OF CLASSROOM: (Optional)</b> (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)</p>	

Strengths observed:

Suggestions for improvement:

Overall impression of teaching effectiveness:



# DAY 8

## SESSION 1

Experience Sharing

## SESSION 2

Community of Practice

## SESSION 3

Celebration & Closing



# SESSION 1

Experience sharing



### Objective

1. To receive and give feedback to the participants.



### Materials Needed

1. Mentimeter Quiz
2. Internet



### Duration

60 minutes

## Action Steps

### Closing Conversations

1. Thank everyone for their time and participation. You may share your own experience from the past seven days and from the field.
2. Demonstrate the reflections that were written by the participants and read important quotes or learning that you found interesting.
3. It would be interesting if you could share something interesting about each of the participants with their names.

### Let's Quiz

1. You may now ask the participants to share their experiences or if possible conduct an online quiz ([Appendix A](#))

### Appendix A

#### SAMPLE QUIZ

You are free to add or delete questions based on context.t

- How do you feel on Day 8 of the training?
- List the glows/good memories.
- List the grows/ areas of improvisation
- What are you planning ahead for the national ToT?
- Will you provide training on Chemistry or Aflatoun Social and Financial Curricula.
- How many total sessions are there in books?  
*Correct answer: 12 ( 9 core and 3 bonus)*
- What is Aflatoun's pedagogy:
  - a. Boring Lecture
  - b. Active Learning Methods (ALM)*Correct Answer: b*
- How many of you would like to stay connected to share and learn together as a community post this training?

2. Tell them with this we are now moving towards the last session that is “Community of Practice” which shall help them stay connected with fellow participants as well as the facilitators from different organisations.



# SESSION 2

## Community of Parctice



### Objective

1. Create a community for sharing and learning.



### Materials Needed

1. Discussion



### Duration

60 minutes

## Action Steps

### Ask

1. Ask the participants what they understand by the term communities of practice.

Invite responses.

2. Ask the participants if they are members of any group online/social media. Ask them why they join the groups.

3. Invite responses and highlight that the basic reason of joining the group was common interest for the topic be it cooking or drawing or sports.

## Explain

### Community of Practice

A community of practice is a self-organised, informal group of people bound together by two things: a shared commitment to a domain of knowledge that its members care about; and similar work activities.

Community members are focused on developing their skills and capabilities by building their own communal space rich in learning and sharing knowledge.

1. Reiterate in simple language that it is shared space to vent out classroom challenges, identify solutions and learn new things together.
2. Express that this community aims to bring together master trainers, teachers and facilitators from three regions: The Netherlands, Slovakia and Serbia.
3. Aim of this community will be to successfully complete the workshops and celebrate our learnings and of course point out challenges.

### Demonstrate

1. Demonstrate the participants how they can join Erasmus+ group on the partner platform (via handout/presentation)

[https://aflatoun.mn.co/share/ActuEpZacLJgzrnO?utm\\_source=manual](https://aflatoun.mn.co/share/ActuEpZacLJgzrnO?utm_source=manual)

2. Demonstrate the features of the partner platform to make the participants comfortable.
  3. Show them various screens like activity feed, the course, what can be done, the contents that are already present.
  4. Onboard the members on the platform. Mention if they face any issues regarding the platform, they may contact Sabrina from Aflatoun International.
1. Ask the participants to post something about training on a partner platform now! (If



[sabrina@aflatoun.org](mailto:sabrina@aflatoun.org)





# SESSION 3

## Celebration & Closing

comfortable they may add an image)

2. Encourage the participants to visit the platform weekly twice and post something they wish.
3. **Celebrate the success as training comes to a close!**







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**Aflatoun International**  
<https://www.aflatoun.org/>  
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**Nadácia otvorenej spoločnosti,  
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