ACTIVEGAMESCHANGE
Youth socio-emotional development

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ActiveGames4Change (AG4C)

Sport and Physical Activity Learning Environment for Citizenship, Emotional, Social and E-Competencies Training

Guide for Trainers & Tutors

A Handbook for Trainers about the AG4C Methodology

Maria Toia

CPIP – Center for Promoting Lifelong Learning

With contributions from all European partners

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ActiveGames4Change (AG4C) - Sport and Physical Activity Learning Environment for Citizenship, Emotional, Social and E-Competencies Training

Guide for Trainers & Tutors – A Handbook for Trainers about the AG4C Methodology

Project's website – www.activegames4change.org

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Introduction

What is this document?

Welcome!

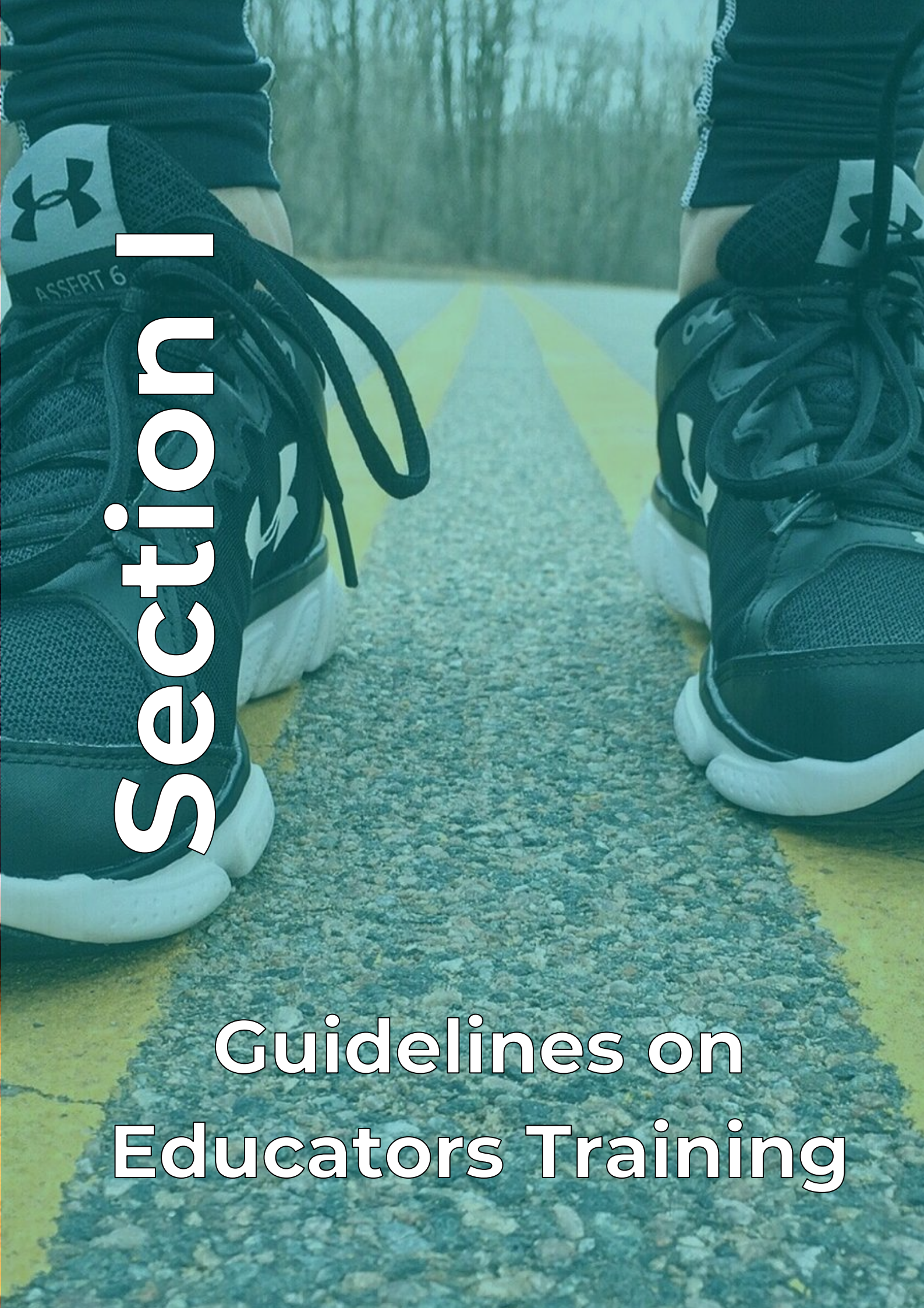
You are reading this guide because you are a master trainer who will facilitate training for educators in your setting or support educators from other correctional institutions to implement the ActiveGames4Change (AG4C) methodology. The chapters below provide an overview of the main areas you should master before facilitating your training with other educators.

Throughout this guide, you will find references to other documents and outputs produced in the AG4C project, which for the most part, are linked directly in the sections below, but do refer to the project website for an easier reach of these resources.

This guidance document is built to give an overview of how to deliver the training to other educators in your setting; however, if you will be implementing the games yourself, use this as a resource for your learning and be mindful of the other two key documents that complement the AG4C methodology:

- **The "Joint Course Curriculum & Manual"** was developed, having piloted and tested the games and activities in custodial settings across different European countries, and it is designed to help educators implement the AG4C programme with children and young people in their settings.

- **The Handbook "Leading Change Through Activity and Sports"** is designed for leaders of institutions or managers responsible for leading change or impacting the young people under their care. It provides an overview of the ActiveGames4Change programme, including methodology, key resources and guidelines for planning and delivering the active games.



Section I

Guidelines on Educators Training

Pedagogical Training of Educators

The attitudes and skills of the educators are crucial. They not only require the subject-specific knowledge (about sports and active games) or the pedagogy of delivering these games, but they need to be aware of their essential role in supporting and empowering people.

Sports activities are usually seen as recreational activities. At the same time, the AG4C methodology focuses on learning as a process and competence development as the outcome of that learning (see chapter 3).

Reflection plays a central role in the AG4C methodology, and in the same way, we want young people to reflect while playing the games; it is the same thing we want to achieve during educator training. The learning outcomes of the educator's training describe not only the acquisition of knowledge and skills to deliver the games but also the desired attitudes and mindset that support the proper implementation of the methodology.

When designing the educator training, master trainers can think of the following outcomes of the programme:

- Educators become aware of the importance of social and emotional competencies
- Educators gain knowledge and understanding of the pedagogy behind the game's development
- Educators understand the methodology behind the game's implementation
- Educators can plan the implementation and delivery of the games
- Educators learn how to empower young people and engage them with learning

Programme Overview

In the Appendixes section, you will find a flowchart that provides an overview of the educator training process, which we will detail step by step in the section below.

Step I. Master Trainer Self-Learning

Figure 1. AG4C State of the Art Analysis Report.

To become acquainted with the AG4C methodology, you should go through this guide (with particular attention to chapters 2 and 3) and study the accompanying AG4C tools (game cards and mobile App). The State of the Art Analysis Report referred to in this guide can also provide a broader perspective on the theoretical approaches of the AG4C methodology.

Suppose you need further information about the master training conducted as part of the project implementation. In that case, you can reach us for support at Project Partnership, and one of the national contact points can assist you.

Step II. Design the Educator Training

To ensure a proper transfer of knowledge and skills, it is recommended to deliver the educator training over the course of multiple days, allocating at least 1 day for each training area, including the pre- and post-evaluation.

If you are not experienced in the delivery of sports activities, then it is advisable that you collaborate with a sports teacher while planning and delivering the educator training.

There is no established framework on how to design educator training; however, there are a couple of things you should take into consideration:

- Time frame and the availability of educators
- Educator's professional background and experience
- Their previous level of knowledge and understanding of the topic

- Resources available within the setting
- Support needed from managers and/or coordinators of the setting

Also, in planning the actual training, we want the educators first to get familiar with the AG4C methodology; therefore, we suggest distributing the game cards and other relevant resources before starting the training. Enough time should be allocated for this so that educators go through the materials at their own pace.

Step III. Pre-Training Assessment

Once educators have gone through the resources, the *Pre-training* questionnaire (see Appendix 1) can be administered. This questionnaire serves as a need analysis to get an idea of where educators are at (in terms of skills, understanding of the subject etc.) and their general perception of the AG4C methodology at first glance.

These questions are orientative and can be modified as needed; however, in summary, this is what they should reflect in participants' answers:

- Q1: Their **perception of the importance of young people's social and emotional competencies** in their setting. Delivering learning to this target group is challenging, and educators should possess a high level of emotional intelligence. Asking this question before training can help adjust the training, such as focusing more on why these competencies are essential and what educators can do to support young people on this matter.
- Q2: **Evaluating social and emotional competencies is crucial** in the AG4C learning process, and educators should feel confident in this regard. Even though the educator training cannot substitute a whole level of knowledge and skills on how to assess a socio-emotional competence, the master trainer then has the possibility to adjust the content in a way that responds to the actual training needs of educators.
- Q3: **Expectations on the content they want to see** in the educator's training. Going through the AG4C resources should give them a clearer view of the areas where they need more support.
- Q4: **Confidence in delivering the learning activities** is critical, as their background can be very diverse. For example, a prison educator can feel more confident about facilitating learning activities, but they do not necessarily have experience delivering sports activities.

- Q5: This question aims to capture any **additional content** that has not previously been planned in the educator's training or to address any concerns expressed by the educators. There is no strict formula for how the educator training should be conducted; therefore, we suggest keeping a high degree of flexibility to adapt according to the educator's feedback.

Step IV. Educator Training – Theoretical Part

The training areas below should form part of the theoretical training:

i. Why social and emotional competencies?
ii. Sports games and their potential to support learning
iii. AG4C pedagogy and learning facilitation

You have freedom in selecting the resources you will use, the training methods or the delivery schedule. It should be adapted to the needs of educators and reflect your understanding of the methodology. For guidance on how to integrate various contents and delivery methods, you can check the **Additional Resources** section, where you will find a video recording of the theoretical training conducted as part of the AG4C project implementation.

Step V. Educator Training – Practical Part

For the practical implementation of the games, the contents below should be taken into consideration:

a) Overview of the AG4C games (including competencies and competency levels)
b) Implementation of the games
c) Reflection and assessment

During the practical training, it is advisable once again to work with a sports teacher in co-delivering the demonstration of the games. Also, if educators attending the training are not sports teachers or do not have experience facilitating sports activities, they should receive additional support throughout the programme's implementation.

To help you plan and facilitate the practical part, a video recording of the AG4C master training is available in the **Additional Resources** section. Also, here you can find a video demonstration of the AG4C mobile App and a video explaining all competencies and how to evaluate them.

Step VI. Post-Training Assessment

Once the educator training is completed, the post-training questionnaire (see Appendix. 2) aims to identify how well they received the training and their readiness to deliver the games:

- Q1: Identifies their **understanding of the game's delivery** and their reflection on the main things they have learned during the training. Often asking the question '*What have you learned?'* stimulates the participants to enter reflection and clarify for themselves, once again, what they have learned and which areas they need additional support.
- Q2: The AG4C materials have two purposes: 1) the delivery of sports games and 2) the pedagogy behind developing social and emotional competencies. They are both of equal importance and depending on the educator's background (a more pedagogical one rather than a physical education one, or vice versa), the answers to this question can indicate the **areas where educators might need support** in the implementation of the games.
- Q3 & Q4: The purpose again is to assess whether educators find it **easy to deliver the games**, but this time considering the use/availability of equipment, game adaptations, how to conduct the reflection sessions with young people, and the assessment of competencies.
- Q5: Assesses whether educators are **aware of and expressing the need for additional support**. If done at a distance from the games' implementation, refresher training is always an excellent way to support educators further.

Facilitating Learning for Young People

The AG4C Methodology & Game Cards

The programme contains 18 active games placed at three different levels (six at each level):

- **Level 1** games require less complex social and emotional competencies;
- **Level 2** acts as a bridge to cement and develop those established in level 1;
- **Level 3** requires either more competencies or competencies used at a higher level of difficulty.

In the AG4C Joint Course Curriculum & Manual, you will find a suggested progression plan to work through the games within your setting. However, we encourage educators to be flexible in their approach depending on the group and their characteristics. Each game comes with a complete set of instructions, including the game's aim, any rules, and an overview of the equipment and facility requirements.

You will also find a helpful section on how the games can be made more accessible or more challenging depending on the nature of the group you are working with. Alongside this, each game has a set of guided reflection questions to be used either during or after completion. Each game has a QR link to a short video showing the game in progress; this will help educators better understand the setup and implementation of the game should they need it.

You may access **Part 2: Master Training Part** in the video below:

Video 1. Master Training Part.

On the reverse of each game card, you will see an overview of the competencies – this will serve as a reminder for the educator. Still, we recommend that the young people become familiar with these competencies and what they look like in practice to begin self-evaluating their progress. This could be shared at the start of the programme (see chapter 3 below), and reminders added at the start of each session.

You will also see an assessment grid at the bottom of the card that will enable the educator or young person to assess their performance in the game at:

- **Established** level: clearly demonstrates the competency consistently
- **Developing** level: demonstrates competency at times but is inconsistent
- **Emerging** level: rarely or never demonstrates the competency

A short video that will be available on the AG4C website will help you understand these competencies in action.

The AG4C Mobile App

To accompany the resource, the AG4C App was built to support delivery. The App allows full access to all the details of the games, as well as guidance on the delivery and management of the entire programme, including assessment tracking and progress reports.

A detailed use case of the App is covered in the AG4C Manual, but in summary, these are the main features of the App:

- Access to the Games and all contents of the game cards
- It allows the creation of student classes and enrols students (adding age and gender)
- Rate classes and/ or students by rating them in the defined competencies, considering the 3 levels mentioned in the game cards
- The learners' social and emotional competencies can be assessed using The Warwick Edinburgh Mental Wellbeing Scale (WEMWBS), both before the use of the AG4C tools and after the programme of games and activities has been completed
- Learner's answers to the two qualitative questions can also be recorded in the App
- Generates individual and class average well-being score graphs

You can download the App from the Apple store for iOS, or the Google Play store for Android.

AG4C Games Implementation – Hints & Tips for Educators

- Be mindful of the **literacy levels of young people**. Some might have difficulties reading, writing, understanding and decoding information, written text, or instructions. Educators should ensure they properly assess and anticipate these issues and support young people adequately.

- Young people should get a proper sense of what **a (socio-emotional) competence is**, at least on a national level. This is particularly relevant in the context of the WEMWBS evaluation, where young people should rate statements such as "*I've been feeling confident lately";* this may prove difficult for them to do, given their psycho-emotional background. For an individual whose entire life has experienced the opposite of confidence, it might be challenging to identify this feeling personally and thus accurately evaluate it.

- **Reflection is a vital step** in the game's delivery and, based on the guided questions on the game cards, can be conducted during or after the game completion. Moreover, educators are encouraged to plan reflection activities or discussions before implementing the games, as suggested in the last chapter below. These reflections should take place in line with some of the principles highlighted in the theoretical chapter of this document: *building positive relations* (create a safe and enabling environment) -> *awareness* (understanding how their competencies are developing) -> *empowerment* (learners take control of their learning) -> *transfer* (how to take action and make tangible changes in their lives).

Section II

Theoretical Underpinnings

Developing Social and Emotional Competencies of Young People

In the State of the Art Analysis Report produced by the project partners, we go through the main arguments found in research that support the development of these competencies:

- Social and emotional competence in young children has clear links to positive outcomes in adult life and higher levels of well-being within the general population; these competencies also tend to result in higher academic achievement and a successful career trajectory.
- These competencies tend to include the ability to regulate emotions, manage social relationships and make responsible decision-making, which can all serve as protective factors for dealing with change and being predictors of academic success.
- These social and emotional competencies provide children and young people with the skills to form secure, trusting relationships, demonstrate perseverance, engage in problem-solving, and demonstrate emotional intelligence and self-awareness alongside the capacity to cope in adverse situations.
- An absence or delay in this skill development correlates with poorer academic outcomes, reduced financial stability in adulthood and an increase in the likelihood of engaging in criminal behaviours.
- These skills are usually developed in very young children who have experienced sensitive caregiving and educational experiences that have provided opportunities for children to have the motivation and inclination to practice their developing skills.

For young people in your setting, family, socioeconomic, education, and other background issues are not always in perfect harmony to create the optimum conditions required for developing these competencies. Compared to the general population, for young people in conflict with the law, the issues of family breakdown, poverty, social class, and other circumstantial situations are compounded by a higher prevalence of drug and alcohol misuse and higher rates of mental health problems and higher levels of learning difficulties.

These are exacerbated by additional emotional problems such as anxiety and depression, behavioural problems and language and communication difficulties which are also more prevalent. This demonstrates that the young people in the youth justice systems are less likely to have developed social, emotional, or civic competencies. This could explain why they have engaged in the risk-taking behaviours they are more prone to in the absence of, for example, emotional literacy, self-awareness, and regulation. Developing social, emotional, and civic competencies would be impressionable skills for young people in the youth justice systems.

The Potential of Active Games & Sports

Sporting activities positively impact individuals' psychological, cultural, and behavioural development and the expected physical progress. Embedding sports and physical activity in competence development can help re-engage these young people with learning. Young people who offend have what can be called a 'big distance' to education and learning. Their re-engagement depends on using less formal and threatening ways of interaction and delivering learning, such as active games.

In implementing the ActiveGames4Chance methodology, these are the social and emotional competencies you will work with when delivering the AG4C games:

- **Self-Awareness:** Self-awareness is the thinking skill that focuses on an individual's ability to accurately judge their performance and behaviour and respond appropriately to different social situations. Self-Awareness helps an individual tune into their feelings, as well as the behaviours and feelings of others.
- **Self-Management:** Self-management refers to the ability of a person to regulate their activity with little or no intervention from formers. This will include staying on task even when distractions are present and making good choices regarding actions and behaviour.
- **Responsible Decision-Making:** Responsible decision-making involves demonstrating a reasoned decision that considers the views of various stakeholders (other people) with a clear rationale behind the decision-making process. This may include seeking the views of others or opinions.

- **Relationship Skills:** Relationship skills refer to the skills, tools, knowledge and understanding to create, communicate, evolve, grow, trust and maintain a relationship. This involves working effectively with a broad range of individuals from different backgrounds.
- **Social-Awareness:** Social-awareness is knowing and feeling the people around you and interacting with them most efficiently and appropriately. This includes empathising with various viewpoints and considering how others may interpret your actions.

In defining the competencies above, the CASEL Framework was selected due to its links between research, policy and practice underpinned by a collaborative approach with a range of expertise, including practitioners, academics and policymakers. This framework reflects the competencies identified in the literature about young people in conflict with the law and will. It will underpin the active games designed in this project. This framework also maps to three of the eight key competencies identified by the European Commission (2006) and updated in 2018: Learning *to Learn*, *Social and Civic Competencies* and *Sense of Initiative and Entrepreneurship*.

The Warwick-Edinburgh well-being scale (WEMWBS) was established to assess these competencies as a "best fit". This free tool was initially designed to monitor the impact of programmes and interventions around well-being. In addition to this, this scale has already been validated for multi-cultural use. It is a standardised scale which contains 14 self-report Likert scale questions and is quick and easy to administer either on paper or via the App.

In addition to the WEMWBS scale delivery, the learners will be asked to respond to two questions after completing the games to help provide additional detail on social and emotional competency development. These two questions can be seen below:

1. How did working with others help you achieve the game's end goal?
2. How did you overcome any difficulties in achieving the end goal of the games?

You may access **Part 1: Master Training Theoretical** in the video below:

Video 2. Master Training Theoretical Part.

Pedagogy of the AG4C Methodology

The role of the educator is paramount to the success of the AG4C programme, and we are keen to provide you with some guidance on the delivery style of the games. The figure below sets out the delivery method for each game.

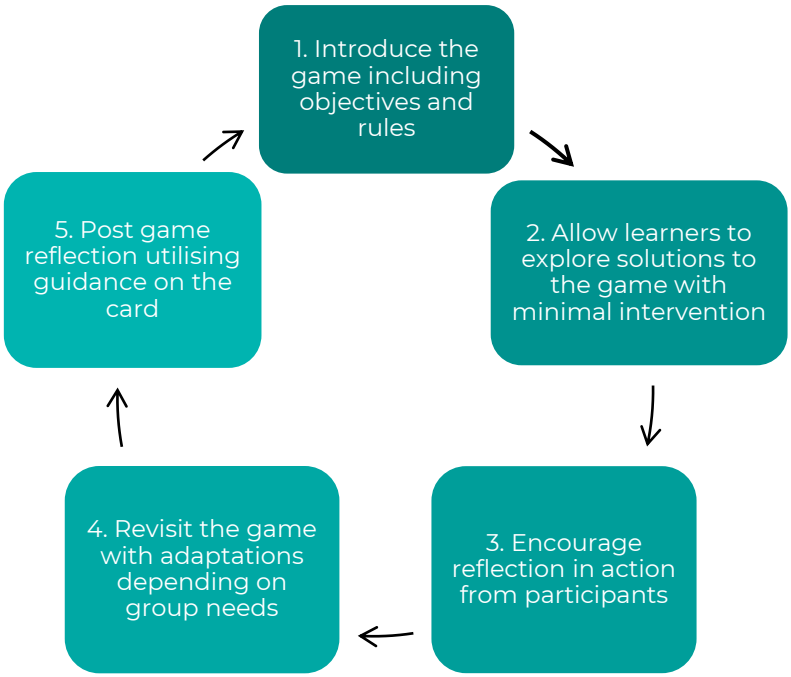


Figure 2. Delivery Method for Each Game.

To help with the learning facilitation role, a range of facilitation techniques will be helpful; the table below highlights these with some examples or advice (adapted from Berry & Hodgson, 2011).

Facilitation techniques	
Speaking for the experience	Focus on critical events to direct their thinking; the educator provides feedback linked to the game focus to groups or individuals.
Debriefing or channelling	Participants themselves recall and evaluate critical events. Ask open questions to guide the conversation and gain views from several people.
Frontloading	Alert participants to a particular focus before the game. This could relate to something they struggled with in previous tasks or a fundamental game competency.
Framing	Educators can help participants link significant events in the game and their everyday lives. This is key for transfer to occur.
Let the experience speak for itself	Participants reflect on themselves with little or no input from the educator. Particularly useful in the latter stages of the programme.

As the educator and students become more competent in this approach, the need for conflict resolution and educator intervention is reduced, students gain a greater sense of autonomy for their learning, and the development of their competencies increases.

We know the diverse range of contexts and individuals you will work with during the programme delivery. With this in mind, we encourage you to adapt where necessary and use your professional judgement where appropriate but allow the principles above to guide your decision-making.

The teaching approaches within AG4C are based on several well-researched pedagogical approaches: Teaching Personal and Social Responsibility (Hellison, 2010),

Positive Youth Development (Lerner, 2004) and Adventure Based Learning (Sutherland, Stuhr & Ayvazo, 2016).

Teaching Personal and Social Responsibility

This represents what we call *constructivist pedagogy*, where students are the decision makers responsible for their learning.

Figure 3. Constructivist Pedagogy.

- **Positive Relationships:** Educators should do their utmost to build positive relationships with the participants; simple actions such as asking how someone is or taking time to learn more about them will develop trust between staff and young people. Positive relationships should also be encouraged between participants, promoting inclusion, involvement, and respect amongst the group.
- **Awareness Talks:** The young people should develop an awareness of the competencies aiming to grow through the programme. Awareness talks can take place before, during and after the games and should seek to allow the participants to understand how they are developing within each competency.

- **Gradual Empowerment:** Within the early stages of delivery, it is anticipated that the educator may need to take on a leading role and be stricter in their approach. Nevertheless, many games rely on young people using problem-solving skills to succeed. So, educators should be mindful of adopting a directive approach and try to become more of a guide. As the programme progresses, the educator should be able to take a more facilitative role and only intervene if there are safety concerns or the game goes too far off course.
- **Transfer:** The young people must be able to see where the competencies developed in the games might be used in the broader life within and beyond secure settings. This is where the reflective elements of the programme are vitally important; educators must encourage young people to make these connections and commit to actions outside the game delivery.

Positive Youth Development

The Five Cs Model of Positive Youth Development (PYD) is a framework for PYD that outlines five psychological, behavioural, and social characteristics that indicate Youth are thriving and, when high levels of the Five Cs develop, ultimately result in a Sixth C related to contributing to self, community, and society. Based on almost three decades of developmental science, the Five Cs Model of PYD is one of the most accepted theories of PYD today. The model focuses on the positive characteristics that enable adolescents to lead productive and healthy lives and contribute to the world in ways that benefit themselves, their families and communities, and civil society.

According to the PYD model, the following definitions apply for each of the C's in figure 4:

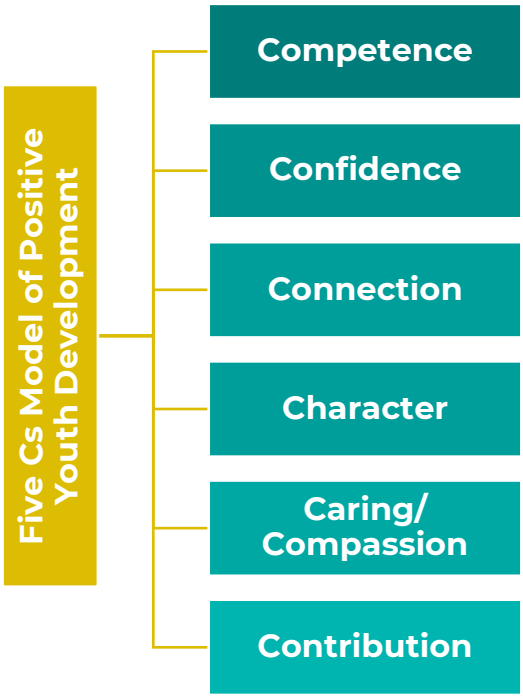


Figure 4. The Five Cs Model of Positive Youth Development (PYD).

- **Competence:** positive view of one's actions in specific areas, including social, academic, cognitive, health, and vocational. Social competence refers to interpersonal skills (e.g., conflict resolution). Cognitive competence refers to cognitive abilities (e.g., decision making). Academic competence refers to school performance as shown, in part, by school grades, attendance, and test scores. Health competence involves using nutrition, exercise, and rest to keep oneself fit. Vocational competence involves work habits and explorations of career choices. Effective entrepreneurial skills may be one instance of vocational competence.

- **Confidence:** an internal sense of overall positive self-worth and self-efficacy

- **Connection:** positive bonds with people and institutions that are reflected in exchanges between the individual and his or her peers, family, school, and community and in which both parties contribute to the relationship.

- **Character:** respect for societal and cultural norms, possession of standards for correct behaviours, a sense of right and wrong (morality), and integrity.

- **Caring/Compassion**: a sense of sympathy and empathy for others.

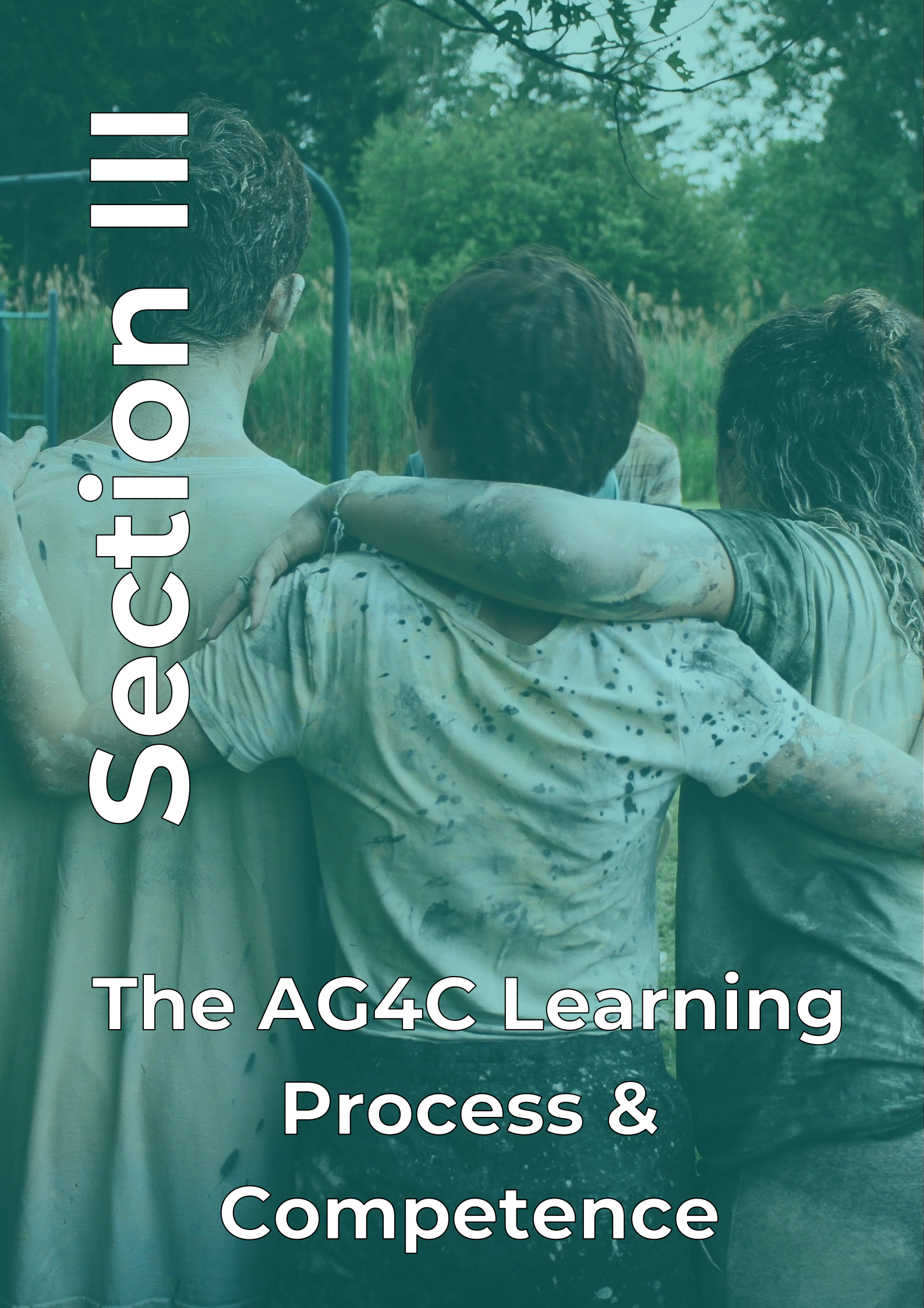
- **Contribution:** contributions to self, family, community, and the institutions of civil society.

Adventure Pedagogy

- **Sequencing:**
    - There is a suggested order of activities, but this is flexible depending on the nature of the group: communication ->, cooperation -> trust -,> problem solving.
    - Positive impact on group cohesion when performed in an appropriate order.

- **Knowing your students:**
  - Group characteristics will always vary; how one group reacts to an activity can be very different.
  - Have some differentiation methods ready to use.
  - Continual reflection helps to judge when groups are ready to move to the next challenge/activity.
  - Presenting challenges the group is not ready for can potentially be destructive.

- **Facilitate, don't dictate:**
  - Explain the objective and rules (safety too) and step back.
  - Refocus or re-direct when necessary.
  - Let the students work through the activity – experiential learning.



Section III

The AG4C Learning Process & Competence

Make Learning Visible

For young people, Juvenile Justice sports activities are often designed and implemented as recreational activities, the focus not necessarily placed on learning. And this is a valid approach if *recreation* is an explicit purpose of that programme or activity. But at the same time, it is true that even with embedded learning programmes, such as AG4C, we miss out on the learning part. The fact that learning is embedded into sports activities does not make it secondary. It is the *why* of the AG4C methodology, while the sports part is just the *how.*

It is therefore essential for educators to remember that the focus of the AG4C methodology is not only to deliver the games but also to create a broader concept of learning. And this is achieved by making learning deliberate, intentional, and explicit. In very practical terms, this could encompass the following:

- Social and emotional competencies are among an individual's most invisible competencies. And it takes a great deal of pedagogical mastery to identify, develop and assess them. It is therefore vital that the educator training addresses this topic appropriately and, in this case, the development of these competencies is seen as an outcome of the learning process. The video which explains the competencies in action can be found on the AG4C website.
- Support young people throughout the process to become conscious learners: these young people have a significant distance between education and learning, so what we need to do before anything else is try to reduce this gap. This means re-engaging them with learning. And we do so only by making it explicit (and intentional) that *"we are here to learn, and this is how it's going happen"*.
- If we want to learn how to have good relationships with others, we first need to talk about what good relationships imply and how we will learn how to do that.
- Provided that confidence is a potential outcome of the learning process, and intends to measure it explicitly, then in the same explicit way, it must ensure that the learners know what confidence means.

Educators are responsible for providing a learning environment where students can learn as effectively as possible, feel comfortable and have their say about what and how they learn. This approach helps learners to take control of their learning and to become full partners in the learning process. Learner involvement from the initial stage helps to ensure that the programme engages their interest and uses relevant materials.

Empower Young People to Become Conscious Learners

Whenever working with disadvantaged categories of learners, the biggest challenge in the pedagogical process is their distance from education and learning. To re-engage them with learning, it is essential to reduce that distance by enabling learners to overcome their negative experiences with schooling and learning. In this sense, learners in juvenile justice should be assisted more extensively in developing and updating their learning to learn competence. “Learning is learnable” must become a reality for these groups too.

We re-engage these young people and reduce their distance to learning only by bringing them to a place of awareness, from which they can make choices and take action to develop and transform their lives. In doing so, we aspire to achieve the following concerning the learners:

- **Motivation:** Inspiring interest and motivation for learning
- **Recognising their opportunities:** Making learners aware of the opportunities available to them to further their learning and change their life
- **Recognising their potential and competencies:** Helping learners recognise and acknowledge their existing resources and strengths and develop ideas as to how they can enhance them and acquire new ones
- **Taking their responsibilities:** Promoting learner’s re-engagement with learning to overcome personal and social barriers
- **Acquiring skills:** Supporting learners to upgrade their skills and be allowed to experiment with new skills and behaviours in the protected environment of a learning programme
- **Self–worth:** The learning activities aspire to support the learner’s sense of self-worth and instill the feeling of self-efficacy, which is a fundamental precondition for the remainder of the learning process
- **Empowerment in the learning process:** Empowering learners to become autonomous learners and take ownership of their learning

We might often be asking ourselves, ‘*What is learning*?’ Is it a change in behaviour or an understanding? Is it a process or simply a result? Learning theories are many, and they all look at learning from a different perspective. But if we keep things simple, we might

look at learning from a double-sided perspective: learning as a process and learning as a product. In the AG4C methodology, both are important, not only what learners have achieved at the end of the programme or activity but also their pathway in re-engaging with learning. We are not aiming only at learners developing a new skill or gaining new knowledge but also re-discover the joy of learning and overcoming their barriers and negative experiences with education and school.

Learning as a product: in this case, learning can be defined as a change in behaviour. In other words, learning is approached as an outcome - the end product of some process. It can be recognised or seen. This approach has the virtue of highlighting a crucial aspect of learning - change. Its apparent clarity may also make sense when conducting experiments. However, it is rather a blunt instrument. For example:

- Does a person need to perform for learning to have happened?
- Are there other factors that may cause behaviour to change?
- Can the change involved include the potential for change?

Learning as a process: In this case, we can see learning appearing as a process - there is a concern with what happens when the learning takes place. In this way, learning could be thought of as a process by which behaviour changes as a result of experience. One of the important questions raised is the extent to which people are conscious of what is going on. **Are they aware that they are engaged in learning - and what significance does it have if they are?**

Recent research across various disciplines (neuroscience, psychology, and epigenetics) explores the power of belief systems and mindsets and how they influence how we think, feel and act. Becoming conscious of learning, being empowered in that process, and associating it with a positive emotion (affective learning context) increases the chances of people having better results from a learning programme. In summary, **simply being told how learning happens leads to more learning.**

Within the AG4C programme, educators can plan a series of learning engagement workshops before the delivery of the games. This will ensure that young people:

- Become aware of the importance of learning
- Understand the process of learning
- Become more responsible for their own learning

- Analyse critically and compare different learning situations
- Select and plan what they want to learn
- Measure their progress with learning
- Reflect on their life and learning experiences
- Develop positive attitudes towards learning
- Become motivated to engage continuously in learning activities

There is no fixed structure for delivering these workshops, and we recommend that educators adapt according to their learners' needs. However, the exercises below provide an idea of the type of activities to incorporate in such workshops.

Exercise 1	What is learning?
Learning outcome	Understand how we learn new things and how we make sense of new ideas
Methodology	Think of something you have successfully learned to do recently, and the different stages involved in the process. For example: Learning to drive, dressmaking, servicing own car, programming a video recorder, learning a new language, cooking a new recipe, and learning a new procedure at work. Brainstorm ideas and discuss the different stages involved in learning that new thing. Your list of ideas may look something like this: ➢ Read instructions to get started ➢ Demonstration from a colleague or friend ➢ Check you have everything needed to complete the task ➢ Keep instructions handy ➢ Practice until happy with the result ➢ Get some feedback on how successful you have been, (e.g., the family enjoyed the meal, car running smoothly, spoke in the new language, supervisor satisfied with work, passed the driving test). Afterwards, think about what helped you to complete the activity successfully: ➢ Did you have clear instructions to refer to?

	➢ Have you had any similar experiences which made this learning easier? ➢ Was the feedback from others helpful? ➢ Did you ask friends or colleagues for advice? ➢ Did you practice?
How do we assess ourselves?	If you answered yes to any of the above questions, then you have some understanding of what learning is about and how to be an effective learner.

Exercise 2	Learning, Memorising and Understanding
Learning outcome	We will understand how memory works and the difference between learning and memorising.
Methodology	Read the list of activities below. In learning them, do we need to Memorise, Understand or Do them? Now you must tick M., U., or D. for each of the sentences below: 1. Learn multiplication tables. 2. Write a story. 3. Plan a letter. 4. Learn to ride a bike. 5. Bake a cake. 6. Explain the advantages of the Euro 7. Plan a sowing programme for a garden. 8. Explain why some young people dropped out of school. 9. Produce a database on a computer. 10. Fill in an application form.
How do we assess ourselves?	Let us think back to some of the work we completed recently. Our mind cannot record every detail, so how did we attempt to learn it? What did we do? How effective was this? What different methods would we try?

Exercise 3	My school experience
Learning outcome	We will clarify our ideas of learning and studying, explain the role of the educator and student, and become aware of any barriers we might have to learning.
Methodology	Think of the word “SCHOOL”. ➢ What does it recall?

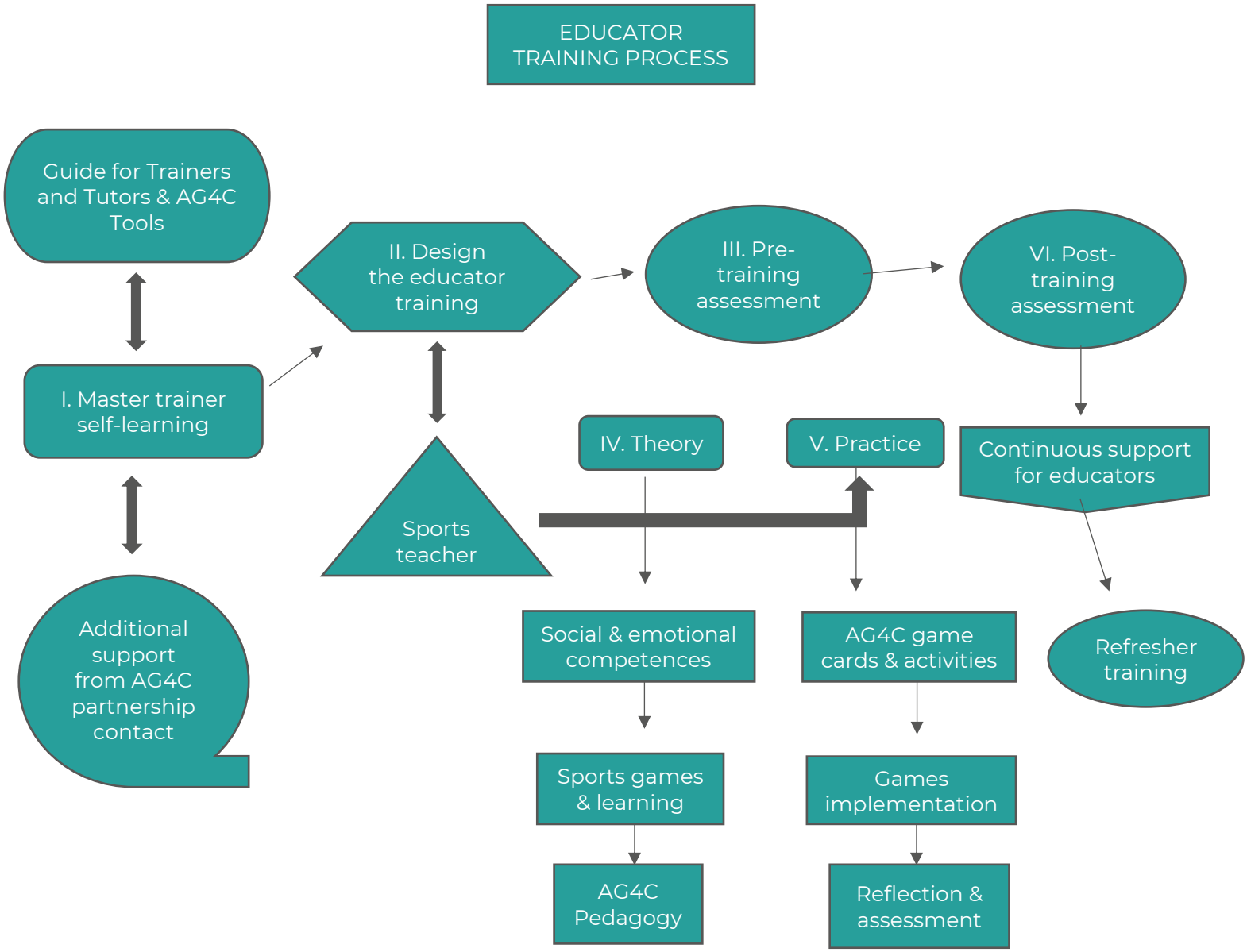
	➢ What do you see? ➢ What do you hear? ➢ What do you feel? Take a moment to think about all these aspects. Then discuss with your colleagues and teacher the following questions: What do you expect from the educator if you are studying something new? ➢ What do you wish to be responsible for? ➢ What did you learn at school that is of use to you now? ➢ Did you have any school experiences which you now feel prevented you from learning or developing? If so, what were they? ➢ Do you feel able to study now? Can you explain why?
How do we assess ourselves?	Let us think about the following: ➢ How did we feel doing this exercise? ➢ What have we learned new about ourselves and our school experience?

Exercise 4	I want to learn
Learning outcome	We will consider our personal goals and put them in order of importance.
Challenge	Take a couple of small pieces of paper and write down one learning task on each paper. The learning tasks do not have to relate to study or course content but can be anything you want to learn. For example: ➢ Driving a car ➢ Swimming ➢ Cooking ➢ Learning a new language ➢ Getting along with others etc. Use keywords or short sentences to describe what you want to learn. Arrange the learning tasks in your order of importance and discuss the following question:

	What type of learning tasks are there? Are there skills development, gaining new knowledge, and personal development?
How do we assess ourselves?	Let us reflect on the exercise: ➢ Which parts were you most pleased with? ➢ What problems did you have? ➢ What have you learned from this experience that you can use again?

Appendices

Appendix 1. Educator Training Flowchart



Appendix 2. Educator Survey

Pre-Training

1. How important do you feel the social and emotional competencies focused on in the AG4C activities are for the learners in your setting?

1	2	3	4	5
Not at all				Very

2. How confident do you feel in identifying these social and emotional competencies in your learners?

1	2	3	4	5
Not at all				Very

3. What are your expectations in terms of the content of the training you would like to see?

   a. Prepare for the game's implementation?

1	2	3	4	5
Not at all				Very

   b. Deliver the games to your learners?

1	2	3	4	5
Not at all				Very

   c. Support you with adapting the games for your learners?

1	2	3	4	5
Not at all				Very

4. How confident do you feel on delivering such learning activities to young people in your setting?

1	2	3	4	5
Not at all				Very

   Why?/ Why not?

What would help increase your confidence?

5. After reading the AG4C materials, what do you feel should not miss from the educator training? And why?

Post-Training

1. Has the training increased your understanding of how to use the activities with your learners?

1	2	3	4	5
Not at all				A lot

Three things you have learned from this session:

1.

2.

3.

One thing you would like to find out more about:

1.

2. Did the guidance materials support your understanding of:

a. how to administer the games/activities?

1	2	3	4	5
Not at all				A lot

b. which social and emotional competencies the games/activities are trying to support?

1	2	3	4	5
Not at all				A lot

Additional Comment:

3. After having completed the educator training, how easy do you anticipate the games will be to administer?

1	2	3	4	5
Not at all				Very

Additional Comment:

4. How effective are the activity cards in supporting the delivery of the games/ activities to your learners?

1	2	3	4	5
Not at all				Very

Additional Comment:

5. Do you have any additional training needs to support your understanding and delivery of the activities and games?

Yes/ No

If not, please detail:

Appendix 3. Additional Resources for Educator Training

AG4C Master Training – Theoretical Part

AG4C Master Training – Practical Part

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