

6 CHAPTER 6: Applications: Case Scenarios

This section presents exemplary scenarios for adult learning in difficult times. The scenarios are based on lesson plans and cover content for diverse situations in difficult times.

Earthquake-Scenario 1.1

Title	Environmental Issues and Solutions During After-Earthquakes			
Difficult Time	Earthquake			
Objectives	Learners will use online tools and platforms to explore and analyse environmental issues, collaborate to find solutions and present their findings through virtual media.			
Content	Key concepts and processes regarding environmental issues			
Materials:				
Computers or laptops with internet access				
Projector and screen for virtual presentations				
Google Workspace or Microsoft Office for collaboration				
Online research databases				
Video conferencing platform (e.g., Zoom, Google Meet)				
Interactive online whiteboard tool (e.g., Google Tools)				
Digital survey tools (e.g., Google Forms)				
Online multimedia creation tools (e.g., Canva)				
Learning Activities	Name of Activity	Explanation	Used Digital Tool	Time

Title	Environmental Issues and Solutions During After-Earthquakes		
	Introduction	<p>Guide learners to explore online research databases, environmental websites, and articles to gather information on assigned environmental issues.</p> <p>Encourage collaboration through Google Workspace or Microsoft Office for real-time editing and sharing of resources.</p> <p>Use an interactive online whiteboard tool for learners to analyse the causes and effects of their assigned issues collectively.</p>	<p>Google Workspace</p> <p>15</p>
	Research and Analysis	<p>Divide learners into virtual breakout rooms.</p> <p>Assign each group an environmental issue and have them collaborate using video conferencing tools and shared documents to discuss and outline potential solutions.</p> <p>Encourage the use of multimedia and interactive elements in their virtual collaboration.</p>	<p>Asana, Discord</p> <p>30</p>
	Virtual Group Collaboration	<p>Divide learners into virtual breakout rooms.</p> <p>Assign each group an environmental issue and have them collaborate using video conferencing tools and shared documents to discuss and outline potential solutions.</p> <p>Encourage the use of multimedia and interactive elements in their virtual collaboration.</p>	<p>Doodle, Zoom, Quizlet</p> <p>40</p>
	Solution Presentation	<p>Have each group create a multimedia presentation using online tools like Canva or Adobe Spark.</p> <p>Use the video conferencing platform for virtual presentations, allowing learners to share their screens and present their findings to the class.</p> <p>Facilitate a Q&A session for learners to discuss and ask questions after each presentation.</p> <p>Group Discussion and Reflection (20 minutes):</p> <p>After all presentations, reconvene as a class for a virtual group discussion.</p>	<p>Canva PPT</p> <p>40</p>

Title	Environmental Issues and Solutions During After-Earthquakes			
		<p>Discuss the feasibility and potential impact of the proposed solutions.</p> <p>Have learners collect feedback on the presentations and solutions using digital survey tools.</p>		
	Conclusion	<p>Summarise key takeaways from the virtual exploration of environmental issues and solutions.</p> <p>Assign follow-up tasks or projects that allow learners to implement some of the proposed solutions in their digital community.</p>	Discord	15
Measurement & Assessment of Understanding	<p>Evaluation of group collaboration and engagement during virtual activities.</p> <p>Assessment of the multimedia presentations and the clarity of the proposed solutions.</p> <p>Feedback is collected through digital surveys.</p> <p>Optional: Assign grades based on individual reflections or short written responses on the lesson's relevance to their lives and communities.</p> <p>This virtual lesson plan provides a structured and engaging way for learners to explore environmental issues and solutions using various online tools and platforms.</p>			

Earthquake-Scenario 1.2

Title	Environmental Issues and Solutions During After-Earthquakes
Difficult Time	Earthquake
Objectives	Learners will use online tools and platforms to explore and analyse environmental issues, collaborate to find solutions and present their findings through virtual media.
Content	Key concepts and processes regarding environmental issues
<p>Materials:</p> <p>Computers or laptops with internet access</p> <p>Projector and screen for virtual presentations</p> <p>Google Workspace or Microsoft Office for collaboration</p> <p>Online research databases</p>	

Title	Environmental Issues and Solutions During After-Earthquakes			
<p>Video conferencing platform (e.g., Zoom, Google Meet)</p> <p>Interactive online whiteboard tool (e.g., Google Tools)</p> <p>Digital survey tools (e.g., Google Forms)</p> <p>Online multimedia creation tools (e.g., Canva)</p>				
Learning Activities	Name of Activity	Explanation	Used Digital Tool	Time
	Introduction	<p>Guide learners to explore online research databases, environmental websites, and articles to gather information on assigned environmental issues.</p> <p>Encourage collaboration through Google Workspace or Microsoft Office for real-time editing and sharing of resources.</p> <p>Use an interactive online whiteboard so learners can collectively analyse the causes and effects of their assigned issues.</p>	Google Workspace	15
	Research and Analysis	<p>Divide learners into virtual breakout rooms.</p> <p>Assign each group an environmental issue and have them collaborate using video conferencing tools and shared documents to discuss and outline potential solutions.</p> <p>Encourage the use of multimedia and interactive elements in their virtual collaboration.</p>	Asana, Discord	30
	Virtual Group Collaboration	<p>Divide learners into virtual breakout rooms.</p> <p>Assign each group an environmental issue and have them collaborate using video conferencing tools and shared documents to discuss and outline potential solutions.</p>	Doodle, Zoom, Quizlet	40

Title	Environmental Issues and Solutions During After-Earthquakes			
		Encourage the use of multimedia and interactive elements in their virtual collaboration.		
	Solution Presentation	<p>Have each group create a multimedia presentation using online tools like Canva or Adobe Spark.</p> <p>Use the video conferencing platform for virtual presentations, allowing learners to share their screens and present their findings to the class.</p> <p>Facilitate a Q&A session for learners to discuss and ask questions after each presentation.</p> <p>Group Discussion and Reflection (20 minutes):</p> <p>After the presentations, reconvene as a class for a virtual group discussion.</p> <p>Discuss the feasibility and potential impact of the proposed solutions.</p> <p>Have learners collect feedback on the presentations and solutions using digital survey tools.</p>	Canva PPT	40
	Conclusion	<p>Summarise key takeaways from the virtual exploration of environmental issues and solutions.</p> <p>Assign follow-up tasks or projects that allow learners to implement some of the proposed solutions in their digital community.</p>	Discord	15
Measurement & Assessment of Understanding	<p>Evaluation of group collaboration and engagement during virtual activities.</p> <p>Assessment of the multimedia presentations and the clarity of the proposed solutions.</p> <p>Feedback is collected through digital surveys.</p> <p>Optional: Assign grades based on individual reflections or short written responses on the lesson's relevance to their lives and communities.</p> <p>This virtual lesson plan provides a structured and engaging way for learners to explore environmental issues and solutions using various online tools and platforms.</p>			

Pandemic-Scenario 2.1

Title	Understanding Budgeting and Financial Planning			
Difficult Time	Pandemic			
Objectives	<p>To enable participants to understand the basics of budgeting and financial planning.</p> <p>To equip participants with practical skills for managing personal finances.</p> <p>To provide insights into budgeting during the COVID-19 pandemic.</p>			
Content	<p>Introduction to Budgeting</p> <p>Definition of Budget</p> <p>Importance of Budgeting</p> <p>Types of Budgets (e.g., zero-based budget, 50/30/20 rule)</p> <p>Components of a Budget</p>			
Materials:				
Computers or laptops with internet access				
Google Classroom for collaboration				
Video conferencing platform - Google Meet				
Interactive online whiteboard tool - Google Tools				
Digital survey tools -Google Forms				
Google spreadsheet				
Learning Activities	Name of Activity	Explanation	Used Digital Tool	Time
	Introduction to Budgeting	<p>Presentation: Use Google Slides to explain the basics of budgeting.</p> <p>Q&A Session: Encourage participants to ask questions and share their thoughts.</p>	Google Classroom	45
	Components of a Budget	<p>Group Activity: Break participants into small groups on Google Classroom. Each group creates a sample budget.</p> <p>Discussion: Groups present their budgets, and the class discusses different approaches.</p>	Google Classroom	60
	Financial Planning	Interactive Poll: Use Google Forms to anonymously gather participants' financial goals and priorities.	Google Forms	45

Title	Understanding Budgeting and Financial Planning			
		Case Study: Analyse a real-life financial planning scenario, discussing strategies and potential pitfalls.	Google Classroom	
	Budgeting during COVID-19	<p>Guest Speaker: Invite a financial expert to discuss budgeting during a pandemic via a video conference on Google Meet.</p> <p>Reflection: Participants share their reflections on how the pandemic has affected their finances.</p>	Google Meet	60
Measurement & Assessment of Understanding	<p>Quiz (15 minutes)</p> <p>Conduct a quiz on Google Forms to assess participants' understanding of budgeting concepts.</p> <p>Budget Analysis (30 minutes)</p> <p>Participants submit their budgets on Google Classroom for evaluation.</p> <p>Provide constructive feedback on the completeness and feasibility of their budgets.</p> <p>Reflection Essays (20 minutes)</p> <p>Participants write a short reflection essay on their key takeaways from the session.</p> <p>Assess understanding, application, and critical thinking skills demonstrated in the essays.</p> <p>Participation (10 minutes)</p> <p>Evaluate participants' engagement in discussions, group activities, and Q&A sessions.</p>			
Note	<p>Ensure participants can access Google Classroom, Google Slides, Google Forms, and Google Meet.</p> <p>Encourage active participation through discussions and group activities.</p> <p>Provide resources and references for further reading and learning.</p> <p>This lesson plan aims to engage participants remotely while addressing the challenges posed by the COVID-19 pandemic.</p>			

Pandemic-Scenario 2.2

Title	Creativity and Hobbies			
Difficult Time	Pandemic			
Objectives	<p>Introduce participants to artistic pursuits such as painting, writing, or music.</p> <p>To encourage participants to learn a new hobby or craft remotely during the COVID-19 pandemic.</p> <p>To foster a creative mindset and inspire participants to explore their creative potential.</p>			
Content	<p>Introduction to Creativity and Hobbies</p> <ul style="list-style-type: none"> ● Definition of Creativity ● Importance of Hobbies for Mental Health ● Overview of Artistic Pursuits (Painting, Writing, Music, etc.) <p>Exploring New Hobbies and Crafts</p> <ul style="list-style-type: none"> ● Choosing a Hobby: Self-assessment and Interest Exploration ● Remote Learning Resources: Online Courses, Tutorials, and Workshops ● Setting Goals for Learning a New Hobby <p>Developing a Creative Mindset</p> <ul style="list-style-type: none"> ● Overcoming Creative Blocks ● Cultivating Creativity Through Daily Practices ● Finding Inspiration and Motivation 			
Materials:				
Computers or laptops with internet access				
Google Classroom for collaboration				
Video conferencing platform - Google Meet				
Interactive online whiteboard tool - Google Tools				
Digital survey tools -Google Forms				
Google Slides for presentations				
Learning Activities	Name of Activity	Explanation	Used Digital Tool	Time

Title	Creativity and Hobbies			
	<p>Introduction to Creativity and Hobbies</p>	<p>Presentation: Use Google Slides to introduce the concept of creativity and the benefits of hobbies.</p> <p>Discussion: Facilitate a discussion on participants' favourite hobbies and interests.</p>	<p>Google Classroom</p>	<p>45</p>
	<p>Exploring New Hobbies and Crafts</p>	<p>Brainstorming Session: Participants share potential hobbies they would like to learn remotely.</p> <p>Research Activity: Use Google Classroom to share resources and websites to learn new hobbies.</p>	<p>Google Classroom</p>	<p>60</p>
		<p>Goal Setting: Participants set SMART goals for acquiring a new hobby.</p>		
	<p>Developing a Creative Mindset</p>	<p>Group Activity: Break participants into small groups to brainstorm strategies for overcoming creative blocks.</p> <p>Creative Exercise: Conduct a guided meditation or visualisation session to stimulate creativity.</p> <p>Reflection: Participants share insights on developing a creative mindset.</p>	<p>Google Classroom Google sites</p>	<p>45</p>
<p>Measurement & Assessment of Understanding</p>	<p>Quiz (15 minutes)</p> <p>Conduct a quiz on Google Forms to assess participants' understanding of creativity and hobbies.</p> <p>Hobby Progress Report (30 minutes)</p> <p>Participants submit a progress report on Google Classroom detailing their experiences learning a new hobby.</p> <p>Provide feedback and encouragement based on their progress.</p> <p>Creative Portfolio (20 minutes)</p> <p>Participants create a digital portfolio showcasing their creative work (e.g., paintings, writings, music compositions).</p> <p>Evaluate the portfolio based on creativity, originality, and effort.</p> <p>Participation (10 minutes)</p> <p>Evaluate participants' engagement in discussions, group activities, and reflections.</p>			

Title	Creativity and Hobbies
Note	<p>Ensure that participants can access Google Classroom, Slides, Forms, and other online resources to learn new hobbies remotely.</p> <p>Encourage participants to explore a variety of hobbies and crafts to discover their interests and talents.</p> <p>Provide guidance and support for participants to overcome creative blocks and stay motivated throughout their creative journey.</p>

Economic Crisis-Scenario 3.1

Title	Frugal Fitness and Nutrition
Difficult Time	Economic Crisis - Hard Financial Times
Level	Level 3
Objectives	<p>Understand the importance of a balanced diet and regular exercise.</p> <p>Learn how to maintain a healthy lifestyle on a budget.</p> <p>Identify affordable and nutritious food options.</p> <p>Develop a cost-effective exercise routine.</p>
Content	<p>Basics of nutrition and the importance of a balanced diet. Impact of exercise on health.</p> <p>Strategies for eating healthy on a limited budget.</p> <p>Low-cost exercise options that don't require gym membership or expensive equipment.</p>
Scenario	Learners are given a scenario where they have a limited budget but want to maintain a healthy lifestyle. They need to figure out how to eat healthily and stay active without spending much money.
Learning Activities	<p>Introduce the activity using Google Slides, then divide learners into groups of 2-4 in breakout rooms. Use a collaborative whiteboard so learners can develop their solutions, which they will present to their classmates.</p> <p><u>Name of Activity:</u> Budget Meal Planning.</p> <p><u># of Participants:</u> Whole class.</p> <p><u>Used Digital Tools:</u> Online recipe databases and budgeting apps.</p> <p><u>Duration:</u> 30 minutes.</p> <p><u>Name of Activity:</u> DIY Fitness Challenge.</p> <p><u># of Participants:</u> Pairs or small groups.</p>

Title	Frugal Fitness and Nutrition
	<u>Used Digital Tool:</u> Fitness tracking apps (optional). <u>Duration:</u> 30 minutes.
Measurement & Assessment of Success	A short quiz on nutrition and budget-friendly health practices. Learners present a one-week budget meal plan. Learners share their DIY fitness routine and reflect on its feasibility.

Economic Crisis-Scenario 3.2

Title	Navigating Stress in Tough Economic Times
Difficult Time	Economic Crisis - Hard Financial Times
Level	Level 3
Objectives	Understand the impact of financial stress on mental health. Learn stress management techniques that require minimal financial resources. Develop personal coping strategies for challenging times.
Content	The relationship between financial stress and mental health. Free or low-cost stress management techniques (e.g., mindfulness, breathing exercises). Building a support network.
Scenario	Learners face a situation where they or their families are experiencing financial difficulties, leading to increased stress and anxiety. They need to find ways to manage this stress effectively.
Learning Activities	Introduce the activity using Google Slides, then divide learners into groups of 2-4 in breakout rooms. Use a collaborative whiteboard so learners can develop their solutions, which they will present to their classmates. <u>Name of Activity:</u> Mindfulness Workshop. <u># of Participants:</u> Whole class. <u>Used Digital Tool:</u> Guided meditation apps or online videos. <u>Duration:</u> 30 minutes. <u>Name of Activity:</u> Stress Diary. <u># of Participants:</u> Individual. <u>Used Digital Tool:</u> Online journaling platforms (optional). <u>Duration:</u> One week (with periodic check-ins).
Measurement & Assessment of Understanding	Participation in mindfulness activities. Reflection essays on personal stress management strategies. Group discussions on coping with financial stress.

Economic Crisis-Scenario 3.3

Title	Affordable Alternative Health Strategies
Difficult Time	Economic Crises - Hard Financial Times
Level	Level 3
Objectives	Explore various alternative health practices. Understand the benefits and limitations of alternative health methods. Identify cost-effective alternative health options.
Content	Overview of alternative health practices (e.g., herbal remedies, acupuncture, yoga). Assessing the credibility of alternative health information. Finding affordable resources and practitioners.
Scenario	Learners are tasked with finding alternative health practices that are both effective and affordable, especially in times when traditional healthcare may be financially out of reach.
Learning Activities	Introduce the activity using Google Slides, then divide learners into groups of 2-4 in breakout rooms. Use a collaborative whiteboard so learners can develop their solutions, which they will present to their classmates. <u>Name of Activity:</u> Alternative Health Research Project. <u># of Participants:</u> Small groups. <u>Used Digital Tools:</u> Internet for research. <u>Duration:</u> 2 class periods. <u>Name of Activity:</u> Yoga and Meditation Session. <u># of Participants:</u> Whole class. <u>Used Digital Tool:</u> Online yoga and meditation guides. <u>Duration:</u> 30 minutes.
Measurement & Assessment of Understanding	Group presentations on different alternative health practices. Reflection on personal experiences with the yoga and meditation session. Class discussion on the feasibility of alternative health practices in a tight budget.

Immigration-Scenario 4.1

Title	English Language Skills with Lumi Platform
Difficult Time	Difficult times, emphasising accessible and engaging education.
Level	Basic English language skills
Objectives	<ul style="list-style-type: none"> • Acquire basic English language skills for communication. • Utilise the Lumi platform to access interactive content. • Foster an engaging language learning experience during difficult times.
Content	<ul style="list-style-type: none"> • Welcome, and Icebreaker. • Introduction to the Lesson. • Basic English Phrases. • Introduction to Lumi. • Interactive Language Learning on Lumi. • Create Interactive Content on Lumi. • Sharing and Reflection.
Materials	<ul style="list-style-type: none"> • Computers or mobile devices with internet access. • Lumi platform.
Duration	90 minutes
Scenario	Learners acquire basic English language skills and utilise the Lumi platform for an engaging language learning experience during difficult times.
Learning Activities	<ul style="list-style-type: none"> • Welcome and Icebreaker (5 minutes) - Warm greeting of the learners and initiating an icebreaker activity. • Introduction to the Lesson (10 minutes) - Discuss learning challenges during difficult times. • Introduce Lumi as a tool for an exciting learning experience. - Basic English Phrases (25 minutes) • Teach essential English phrases through role-playing, pair discussions, and language games. • Introduction to Lumi (20 minutes): Demonstrate the Lumi platform, emphasizing its features. Guide learners through navigating Lumi and creating interactive content. • Interactive Language Learning on Lumi (15 minutes) - Assign tasks for learners to explore language learning content on Lumi. • Practice and Application (15 minutes) - Instruct learners to create interactive content related to learned phrases on Lumi. • Conclusion (10 minutes) - Allow learners to share created content. Facilitate a discussion on using Lumi for language learning. Highlight the advantages of personalised learning materials.

Title	English Language Skills with Lumi Platform
Measurement & Assessment of Understanding	Assess learners' participation in activities, engagement with Lumi, and the quality of the content they create. Use informal assessments during discussions and reflections to evaluate learners' understanding of basic English phrases and the Lumi platform.

Note:

This lesson plan is designed to address language learning challenges during difficult times. It incorporates the Lumi platform to enhance the learning experience. Adjust the timing and activities based on the learners' proficiency levels.

Tutorial Video: <https://youtu.be/hKsLFWxaaj8>

Immigration-Scenario 4.2

Title	Visual Communication Skills with Powtoon Tool for Language Learning
Difficult Time	Difficult times, emphasising accessible and engaging education
Level	Basic visual communication skills for language learning
Objectives	<ul style="list-style-type: none"> ● Acquire basic visual communication skills using the Powtoon tool. ● Understand the importance of visual communication for language learning during difficult times. ● Apply Powtoon to enhance language acquisition and engagement.
Content	<ul style="list-style-type: none"> ● Welcome, and Icebreaker. ● Introduction to the Lesson. ● Basic English Phrases. ● Integration of Powtoon for language learning.
Materials	<ul style="list-style-type: none"> ● Computers or mobile devices with internet access. ● Powtoon tool.
Duration	90 minutes
Scenario	Learners acquire basic visual communication skills using Powtoon for language learning, emphasising engagement during difficult times.
Learning Activities	<ul style="list-style-type: none"> ● Welcome and Icebreaker (5 minutes) - Greet learners and initiate an icebreaker activity.

Title	Visual Communication Skills with Powtoon Tool for Language Learning
	<ul style="list-style-type: none"> ● Introduction to the Lesson (10 minutes) - Discuss learning challenges during difficult times. Introduce Powtoon as a tool for an exciting learning experience. ● Basic English Phrases (25 minutes) - Teach essential English phrases through role-playing, pair discussions, and language games ● Integration of Powtoon for language learning (20 minutes) - Explore Powtoon for language learning purposes. Discuss its benefits in enhancing language acquisition and engagement. ● Assign a task for learners to create a Powtoon video related to language learning.
<p>Measurement & Assessment of Understanding</p>	<p>Assess learners' participation in activities. Evaluate the creativity and effectiveness of the Powtoon language learning videos. Encourage reflection on how visual communication tools can enhance language learning during difficult times.</p>

Note:

This modified lesson plan integrates the importance of Powtoon in language learning during challenging times, focusing on its role in enhancing vocabulary retention, fostering creativity, and maintaining engagement in language acquisition. Adjust the timing and activities based on the learners' language proficiency and familiarity with visual communication tools.

Tutorial Video: <https://youtu.be/ggR1n7YKoRo>

Immigration-Scenario 4.3

Title	Personalised Language Learning with The Language Menu (TLM)
Difficult Time	Fostering autonomy and engagement in language acquisition during challenging periods
Level	Tailored for individual language learning journeys
Objectives	<ul style="list-style-type: none"> ● Explore and utilise the features of The Language Menu (TLM) website. ● Create personalised language learning materials. ● Foster autonomy and engagement in language acquisition.
Content	<p>Welcome, and Icebreaker.</p> <p>Introduction to The Language Menu (TLM).</p> <p>Exploration of TLM. Class Management.</p> <p>Online Quizzes and Tests.</p> <p>Sharing and Reflection.</p> <p>Homework Assignment.</p>
Materials	<p>Computers or mobile devices with internet access.</p> <p>The Language Menu (TLM) website.</p>
Duration	90 minutes
Scenario	Learners explore TLM to create personalised language learning materials, enhancing autonomy and engagement in their language acquisition journey.
Learning Activities	<p>Welcome and Icebreaker (5 minutes).</p> <p>Introduction to The Language Menu (TLM) (10 minutes).</p> <p>Exploration of TLM (30 minutes).</p> <p>Class Management (10 minutes).</p> <p>Online Quizzes and Tests (10 minutes).</p> <p>Sharing and Reflection (10 minutes).</p>
Measurement & Assessment of Understanding	<p>Evaluate learners' engagement with TLM during the class. Assess the effectiveness of the personalised materials created by learners.</p> <p>Encourage reflection on the advantages of using TLM for individual language learning journeys.</p>

Note:

This 90-minute lesson plan centres on fostering personalised language learning with The Language Menu (TLM). Aimed at enhancing autonomy and engagement, the plan guides

learners through exploring TLM's features, creating customised materials, and utilising tools like online quizzes. The lesson encourages reflection on TLM's advantages, promoting a dynamic and learners-centred approach to language acquisition during challenging times.

Tutorial videos of different tools:

<https://www.youtube.com/channel/UCxv9Yv1ZdD66gcWi1ofj06A>

War-Scenario 5.1

Title	Actionbound Team Building Scavenger Hunt
Difficult Time	Working and Playing in Teams - Team building During challenging times, the significance of working and playing in teams and effective team building becomes an undeniable cornerstone of the learning process. Whether individuals are confronted with unexpected challenges, navigating uncertainty, or adapting to new circumstances, collective effort and collaboration are indispensable for personal and organisational development.
Level	Level 2-3
Objectives	<ul style="list-style-type: none"> ● Enhance team collaboration, communication, and problem-solving skills. ● Create and participate in a team-building scavenger hunt using the Actionbound app. ● Gain familiarity with Actionbound features like GPS, quizzes, and missions.
Content	Introduction to gamified team building. Explanation of Actionbound app features. Hands-on experience with creating a team-building scavenger hunt.
Materials	<ul style="list-style-type: none"> ● Actionbound app on participants' smartphones or tablets. ● Internet access is needed to create and publish the bounds. ● GPS-enabled smartphones or tablets. ● Access to the Actionbound website. ● Pen and paper for note-taking.
Duration	2 Hours
Scenario	Participants use the Actionbound app to participate in a team-building scavenger hunt focusing on effective communication, collaboration, and problem-solving.
Learning Activities	Understanding Actionbound (30 minutes) <ul style="list-style-type: none"> ● Download the Actionbound app.

Title	Actionbound Team Building Scavenger Hunt
	<ul style="list-style-type: none"> ● Demonstrate features: GPS, maps, compass, quizzes, and missions. ● Guide participants in creating a simple bond. <p>Creating the Team-Building Bound (45 minutes)</p> <ul style="list-style-type: none"> ● Divide into small teams (4-6 members per team). ● Task: Create a team-building scavenger hunt using Actionbound. ● Emphasise the use of GPS, quizzes, and missions. <p>Team-Building Scavenger Hunt (45 minutes)</p> <ul style="list-style-type: none"> ● Publish created bounds on the Actionbound app. ● Exchange devices and play each other's bounds. ● Focus on effective communication, collaboration, and strategy. <p>Debrief and Reflection (15 minutes)</p> <ul style="list-style-type: none"> ● Discuss challenges, strategies, and overall experiences. ● Relate the activity to real-world teamwork scenarios. ● Allow teams to share thoughts and insights.
<p>Measurement & Assessment of Understanding</p>	<p>Observation of team collaboration during the scavenger hunt.</p> <p>Participant engagement in creating and playing bounds.</p> <p>Reflection session.</p> <p>A quiz to measure learners' understanding.</p>

Video Tutorial - Beginners - How it works and what can be done:

https://youtu.be/t_sQkCCjm8c?list=PLqWAuTWTD3CR81cwrKRRX4jcePTmgmJhE

War-Scenario 5.2

Title	LUMI Interactive Quiz Team Building
Difficult Time	<p>Working and playing in teams - Team building</p> <p>During challenging times, the significance of working and playing in teams and effective team building becomes an undeniable cornerstone of the learning process. Whether individuals are confronted with unexpected challenges, navigating uncertainty, or adapting to new circumstances, collective effort and collaboration are indispensable for personal and organisational development.</p>
Level	Level 2-3
Objectives	<p>Enhance team collaboration, communication, and problem-solving skills using the LUMI platform.</p> <p>Create and participate in a team-building activity through an interactive quiz using LUMI.</p> <p>Gain familiarity with LUMI features for quiz creation and participation.</p>
Content	<p>Introduction to gamified team building with LUMI.</p> <p>Explanation of team building benefits, focusing on improved communication, collaboration, and problem-solving.</p> <p>Overview of LUMI, its features, and creating interactive quizzes.</p>
Materials	<ul style="list-style-type: none"> ● LUMI app on participants' smartphones or tablets. ● Internet access for creating and hosting interactive quizzes. ● Projector or screen for displaying quiz questions. ● Access to the LUMI website or app. ● Pen and paper for note-taking.
Duration	2 Hours
Scenario	Participants engage in a team-building quiz challenge using the LUMI platform, emphasising effective communication, collaboration, and strategy.
Learning Activities	<p>Understanding LUMI (30 minutes)</p> <ul style="list-style-type: none"> ● Download the LUMI app. ● Demonstrate features: interactive quiz creation, participation, and real-time feedback. ● Guide participants in creating engaging quizzes. <p>Creating the Team-Building Quiz (45 minutes)</p> <ul style="list-style-type: none"> ● Divide learners into small teams (4-6 members per team).

Title	LUMI Interactive Quiz Team Building
	<ul style="list-style-type: none"> ● Task: Create a team-building quiz using LUMI. ● Encourage creative questions, multimedia elements, and a collaborative approach. <p>Team-Building Quiz Challenge (45 minutes)</p> <ul style="list-style-type: none"> ● Present created quizzes on the LUMI platform. ● Exchange devices and play each other's quizzes. ● Emphasise effective communication, collaboration, and strategy. <p>Debrief and Reflection (15 minutes)</p> <ul style="list-style-type: none"> ● Discuss challenges, strategies, and the overall experience. ● Relate the activity to real-world teamwork scenarios. ● Allow teams to share thoughts and insights.
Measurement & Assessment of Understanding	<p>Observation of team collaboration during the quiz challenge.</p> <p>Participant engagement in creating and using quizzes.</p> <p>Reflection session participation.</p> <p>Quiz related to the lesson's objectives to assess understanding.</p>

Creating Interactive Quiz Using Lumi – Tutorial https://youtu.be/qvQ7PQXe_A0

War-Scenario 5.3

Title	Google Drive Collaborative Document Team Building
Difficult Time	<p>Working and playing in teams - Team building</p> <p>During challenging times, the significance of working and playing in teams and effective team building becomes an undeniable cornerstone of the learning process. Whether individuals are confronted with unexpected challenges, navigating uncertainty, or adapting to new circumstances, collective effort and collaboration are indispensable for personal and organisational development.</p>
Level	Level 2-3
Objectives	<p>Enhance team collaboration, communication, and problem-solving skills using Google Drive.</p> <p>Create and participate in a team-building activity through collaborative document creation and sharing on Google Drive.</p> <p>Gain familiarity with Google Drive features for document creation and real-time collaboration.</p>

Title	Google Drive Collaborative Document Team Building
<p>Content</p>	<p>Introduction to collaborative team building with Google Drive.</p> <p>Explanation of team building benefits, focusing on improved communication, collaboration, and problem-solving.</p> <p>Overview of Google Drive, its features, and creating collaborative documents for team-building purposes.</p>
<p>Materials</p>	<ul style="list-style-type: none"> ● Google Drive accounts for participants. ● Internet access for accessing Google Drive. ● Laptops, tablets, or smartphones for participants. ● Projector or screen to demonstrate Google Drive features. ● Pen and paper for note-taking.
<p>Duration</p>	<p>2 Hours</p>
<p>Scenario</p>	<p>Participants engage in a team-building document challenge using Google Drive, emphasising effective communication, collaboration, and strategy.</p>
<p>Learning Activities</p>	<p>Understanding Google Drive (30 minutes)</p> <ul style="list-style-type: none"> ● Access Google Drive using participants' accounts. ● Demonstrate features: document creation, sharing, real-time collaboration. ● Guide participants in creating a shared document. <p>Creating a Collaborative Document (45 minutes)</p> <ul style="list-style-type: none"> ● Divide learners into small teams (4-6 members per team). ● Task: Create a team-building document using Google Drive. ● Encourage collaborative writing, multimedia elements, and a unified approach. <p>Team-Building Document Challenge (45 minutes)</p> <ul style="list-style-type: none"> ● Present created documents on Google Drive. ● Exchange devices and review each other's documents. ● Emphasise effective communication, collaboration, and strategy. <p>Debrief and Reflection (15 minutes)</p> <ul style="list-style-type: none"> ● Discuss challenges, strategies, and the overall experience. ● Relate the activity to real-world teamwork scenarios. ● Allow teams to share thoughts and insights.
<p>Measurement & Assessment of Understanding</p>	<p>Observation of team collaboration during the document challenge.</p> <p>Participant engagement in creating and reviewing documents.</p> <p>Reflection session.</p>

Tutorial video - How to work with Google Drive <https://youtu.be/gdrxAoqfvbA>

War-Scenario 5.4

Title	Stay active and connected			
Difficult Time	War			
Objectives	<p>Learners will use online tools and platforms to:</p> <ol style="list-style-type: none"> 1. enhance interpersonal skills: <ul style="list-style-type: none"> • improving communication and public speaking skills; • building effective networking and relationship-building skills; • enhancing conflict resolution and negotiation skills. 2. retain professional development: <ul style="list-style-type: none"> • developing leadership and management skills; • learning new software or tools used in their field; • acquiring new skills relevant to their current job or future career; • Stay updated on industry trends and advancements. 			
Content	Key concepts and processes regarding interpersonal skills and personal development during difficult or emergencies, particularly in war.			
Materials:				
<ul style="list-style-type: none"> • In times of war, having access to a computer and the internet can be very difficult. Therefore, the focus must be on user-friendly sources, even from small devices like mobile phones. It is even better if the programs have an inbuilt automatic save system online with real-time editing and sharing, a digital voice recorder, auxiliary batteries, and power banks. Adapters and additional storage devices also become necessary over time to ensure stability. • Social media and digital platforms with high impact allow users to learn and share information quickly (e.g., Instagram, Facebook, Blogspot, Mixcloud, X). • Platforms that can enhance chances of self-promotion and learning, especially work-related (e.g., LinkedIn, Indeed). • Video conferencing platforms (e.g., StreamYard, Zoom, Google Meet, Skype). • Online tools with real-time editing and sharing of resources with the automatic saving system to prevent loss of data in case of internet outage (e.g., Google Tools, Adobe). • Online tools to create content with the automatic saving system to prevent loss of data due to internet outages (e.g., Cupcatr) • Phone-friendly learning platforms (e.g., Duolingo, Preply, Italki). • Other websites that enable users to find and share learning material (e.g., YouTube). • Websites and apps that allow users to download and/or save contents which are not download-able otherwise, especially in the case of internet shortcuts (e.g., yt5s.best, wave.video, xrecorder) 				
	Name of Activity	Explanation	Digital tool used	Time

Title	Stay active and connected			
Learning Activities	Introduction	<p>In this scenario, everything around the users is fragile. A small change, like losing an internet connection, can be as profound as the need to evacuate suddenly. In both cases, users can lose all their data and connections instantly, so it is necessary to provide them with effective and practical tools to combat these problems.</p> <p>The primary focus is on using small devices to their full capabilities. The main focus must be helping users maintain connections, share effective short content, and download and save content that requires studying or creating time. Even if the small device functions, the battery and storage needed to save the data can soon become problematic.</p>	Prepare a mobile or small device with internet access and sufficient internal storage. Moreover, ready power banks, external storage, and adapters are vital.	
	Techniques to use the devices to the best of their capabilities.	<p>After preparing the hardware, it is necessary to have the software ready. It is better to download some apps in advance and know how to use them on the device. Some programs have a simpler version explicitly created for phones with fewer features to work smoothly, but the habit of using them on bigger devices can make it difficult for users to adapt.</p> <p>A good exercise could be to let the user practice the same program on both devices to be aware of the differences.</p> <p>If the same program does not exist for both (e.g., phone and computer), it is helpful to have a proper substitute already.</p>	Being practical with different versions of the same program on different devices or using a similar one on other devices.	
	Research	Through a group project, we explore interpersonal skills and personal development. This method is widely used because it produces reliable results.		
	Set-up	Divide learners into virtual rooms to work in subgroups. This is important to maintain heterogeneity and to maximise everyone's potential.	Asana, Discord	30
	Virtual Group Collaboration	Assign each group an environmental issue and have them collaborate using video	Doodle,	40

Title	Stay active and connected			
		<p>conferencing tools and shared documents to discuss and outline potential solutions.</p> <p>Encourage the use of multimedia and interactive elements in their virtual collaboration.</p>	Zoom, Quizlet	
	Solution Presentation	<p>Have each group create a multimedia presentation using online tools like Canva or Adobe Spark.</p> <p>Use the video conferencing platform for virtual presentations, allowing learners to share their screens and present their results to the class.</p> <p>Facilitate a Q&A session after each presentation for learners for discussions.</p> <p>Group Discussion and Reflection (20 minutes):</p> <p>After the presentations, reconvene as a class for a virtual group discussion.</p> <p>Discuss the feasibility and potential impact of the proposed solutions.</p> <p>Have learners collect feedback on the presentations and solutions using digital survey tools.</p>	Canva PPT	40
	Conclusion	<p>Summarise key takeaways from the virtual exploration of environmental issues and solutions.</p> <p>Assign follow-up tasks or projects that allow learners to implement some of the proposed solutions in their digital community.</p>	Discord	15
Measurement & Assessment of Understanding	<p>Evaluation of group collaboration and engagement during virtual activities.</p> <p>Assessment of the multimedia presentations and the clarity of the proposed solutions.</p> <p>Feedback is collected through digital surveys.</p> <p>Optional: Assign grades based on individual reflections or short written responses on the lesson's relevance to their lives and communities.</p> <p>This virtual lesson plan provides a structured and engaging way for learners to explore environmental issues and solutions using various online tools and platforms.</p>			

LEAD

Learning in Difficult Times



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