



BECOME A VOLUNTEER EDUCATOR

A printable booklet

Based on the Volunteer Educator Course, which was developed as part of the EU Erasmus+ e-VELP project.

About This Course

A comprehensive course on how to create and deliver a quality workshop to share your knowledge, skills or culture with diverse communities. During this course you will develop your pedagogical and intercultural communication skills and create effective workshops to share your knowledge.

Your Benefits

- Take a university developed online course on how to become a trainer (in collaboration with Vilnius University and Heidelberg University of Education)
- The result: A workshop as your USP in civil society as a two-way bridge between you as a person with a unique knowledge or cultural background and local communities
- Improve your presentation skills
- Upskill and improve your English

Course Metadata

Duration	74 academic hours (including reading, exercises, and assignments)
Level	Intermediate
Lessons	49 Lessons
Language	English
Contact	teachsurfing.org@gmail.com
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Course Structure

This course consists of 5 chapters (A–E) with multiple units and 5 graded assignments, organized in a progressive learning journey:

Chapter	Title	Key Units
Chapter A	Identify Your Skills, Knowledge & Attitudes	A.1 – A.2 (+ Assignment A)
Chapter B	Develop Your Pedagogical Skills	B.1 – B.3 (+ Assignment B)
Chapter C	Enhance Your Communication And Intercultural Skills	C.1 – C.2
Chapter D	Develop Your Marketing And Networking Skills	D.1 – D.2 (+ Assignment D)
Chapter E	Plan And Execute Your Workshop	E.1 – E.2 (+ Assignments E1, E2, E3)

Disclaimer

This course is developed within the EU Erasmus+ projects: "[Youth Volunteer Educators e-learning Program - Project Reference: 2019-3-DE04-KA205-018805](#)", and "[Young Refugees AI Student Empowerment Program - Project Reference: 2021-2-DE04-KA220-YOU-000050343](#)", in cooperation with TeachSurfing gUG (Germany), Heidelberg University of Education (Germany), Vilnius University (Lithuania), CESIE (Italy), CSI (Cyprus) and GEYC (Romania).

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How to Use This Booklet

Throughout this booklet you will encounter a set of recurring activity components. Each component type has a distinct purpose. The table below gives you an overview so you know what to expect when you come across them.

Component	Description
ASK YOURSELF	Personal reflection prompts. Learners write answers in their own notebook, connecting the content to their own experience or opinion.
PRACTICE	Hands-on exercise. Learners produce something — fill in a matrix, complete a table, write a draft, or carry out an activity.
READ & REFLECT	A reading assignment combined with built-in reflection questions. Learners read a text and respond critically or personally.
READ & PRACTICE	A reading assignment followed by an active output task — writing, comparing, or downloading and using a template.
READ	A standalone reading assignment, often optional or for deeper exploration. Points to external articles, handbooks, or guides.
WATCH	A video assignment. Learners are directed to an external video to watch before continuing.
WATCH & REFLECT	A video assignment with follow-up reflection or discussion questions.
BLOCKQUOTE	A highlighted quotation from a theorist or author, used to introduce or anchor a key concept. Always includes a reference citation.
CONSIDER	A short framing question or distinction posed before the main content. Acts as a thought-primer — lighter than ASK YOURSELF, no written answer required.
KEEP IN MIND	A highlighted note with a key insight, reminder, or practical tip to carry

Component	Description
	forward. Informational — not interactive.
COMMUNITY PRACTICE	A prompt to engage with peers in the course community forum or social media group, for sharing work or discussing a topic together.

CHAPTER A - IDENTIFY YOUR SKILLS, KNOWLEDGE & ATTITUDES

IDENTIFY YOUR SKILLS, KNOWLEDGE & ATTITUDES

In this chapter you will learn about attitudes, knowledge and skills, and how to map your own abilities.

Unit A.1 Learning Goals

ATTITUDES, KNOWLEDGE AND SKILLS

HERE YOU WILL:

- Unit A.1.1: Learn how the attitudes you adopt influence your ability to increase knowledge
- Unit A.1.2: Learn about the interconnection between your attitudes, knowledge and skills
- Unit A.1.3: Learn how to assess your own skills

Unit A.1.1 Learn How the Attitudes You Adopt Influence Your Ability to Increase Knowledge

In the first theme of this initial Module, we would like to first accompany you through a journey of self-reflection. You will be introduced to the concept of «attitude», and more importantly, you will read about the influence that different attitudes have on the way we choose to acquire knowledge and gain skills.

HAVE YOU EVER ASKED YOURSELF WHAT ATTITUDES ARE?

IDEAS | VALUES | INTENTIONS | BELIEFS | DISPOSITIONS | PRECONCEPTIONS | OPINIONS

These are only some of the terms which may come to your mind when thinking about the meaning of “attitudes”. Clearly, attitudes are not a clear and defined concept, but rather the result of a complex set of elements which coexist within people. They have to do with both subjective elements, and social interactions and influences we receive from the external world.

Psychologists define attitudes as a learned tendency to evaluate things (such as people, events, objects, or issues) in a certain way. These evaluations can be either positive or negative, but also uncertain at times.

Fazio & Williams (1986) argued that attitudes are summary judgements influenced by personality and the group we live in, and are acquired through time.

Eagly and Chaiken (1993) confer that, being a psychological phenomenon, attitudes are invisible. In addition, they are subjective and personal attributes and difficult to measure.

Different models have been proposed by scholars to understand and study attitudes.

The ABC model [1] is one of the most cited. It suggests that attitude has three elements, i.e. Affect, Behaviour, and Cognition. «Affect» refers to the individual's feelings about an object. «Behaviour» refers to the individual's intention towards an object. «Cognition» denotes the beliefs an individual has about an object.

It is generally accepted that attitude represents the positive or negative mental and neural readiness of an individual towards a person, place, thing, or event. The diagram below shows the three components and their interconnectivity.

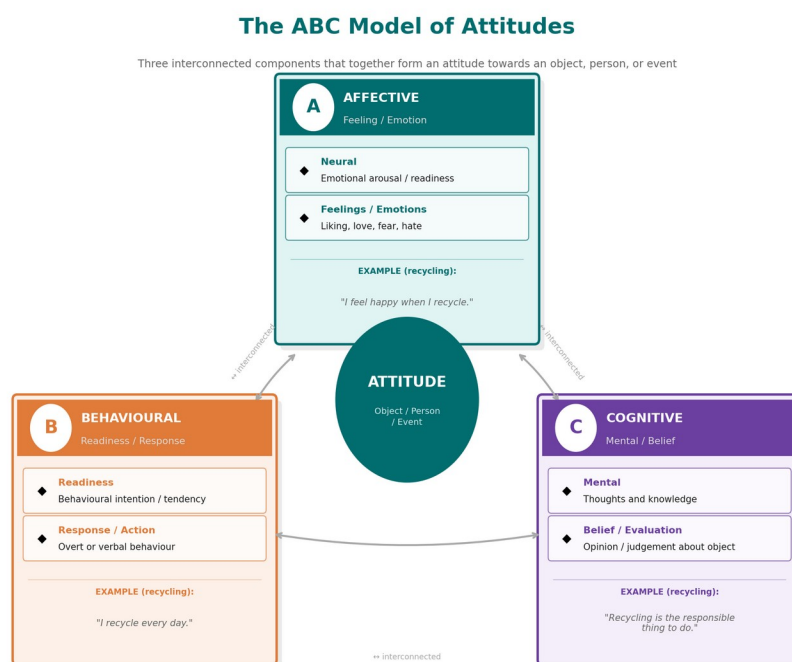


Figure 1 - The ABC (Tricomponent) Model of Attitudes - Adapted from Jain (2014), Unit A.1.1.

For example, consider these three components in the case of the attitude of an environmentalist towards recycling. We can assume their attitude will be very positive:

- In terms of affect: They feel happy when they recycle
- In terms of behaviour: They recycle everyday

- In terms of cognition: They believe recycling is the responsible thing to do

This does not mean that all attitudes are equally driven by these three components. Some will be based more on affect, whereas others more on cognition or behaviour.

Therefore, attitudes cannot be understood without considering the interconnection between these three components, which join together to construct a certain attitude about events, people, etc.

It might be useful to think about it as a process with several steps:

- Evaluation (our opinion about an object)
- Emotional response (liking/disliking)
- Actions in response to the object

Because of the interconnection between attitude and behaviour, and because attitude is the result of both internal and external factors, psychological analyses propose that if behaviour is to change, attitude change must come first. Therefore, according to this approach, attitude IS behaviour.

Sociological definitions of attitude however propose a slightly different perspective. Attitude is defined as «a mental position with regard to a fact or state or a feeling or emotion or a feeling or emotion toward a fact or state» (Merriam Webster's Online Dictionary).

According to these scholars, it might not be necessary to change attitude in order for a certain behaviour to change (e.g. racism or discrimination). So behaviour is the centre of action so to speak, whereas for psychologists attitude is the centre from which behaviour is born [2].

No matter which of the two broad perspectives one adopts, it is pretty clear that attitude and behaviour are linked. This is why attitude is also linked to the kind of knowledge you look for, and the skills you acquire.

The relationship between attitude and knowledge is crucial because it relates the strength of our attitudes. People are generally more knowledgeable about topics that interest them. As a consequence they will tend to hold strong attitudes (either positive or negative) about them.

Similarly, attitudes formed as a consequence of personal experience are usually more strongly held than those formed indirectly (for example, through reading, television, or hear-say).

But why do we need knowledge in the first place? Attitudes provide meaning for life. We need a world which is consistent and stable. This is true because in this way we can predict what is likely to happen, which in turn gives us a sense of being in control of our life.

Therefore, attitudes are functional because they help us mediate between our inner needs and the outside world.

ASK YOURSELF

After this introduction about attitude, how would you personally define it?

1. Is attitude behaviour, or not?
2. Can you think of some examples of an attitude process you went through in your life?
3. Can you think of a personal experience where you changed your behaviour WITHOUT necessarily changing your attitude?

Unit A.1.2 Learn About the Difference Between Knowledge and Skills, and the Connection Between the Roles You Play in Life and Your Abilities

In the first unit we spoke about attitudes, and the function they play in our life and in our acquisition of knowledge.

Here, you will reflect on the skills and knowledge you already have, and on what you need to do to add to these to meet your career goals. Knowing what you want is very important, no matter what stage in your life you are at. However, in order to achieve what you wish, you need to be aware of the instruments necessary to reach your intended objectives. You might already possess some of these instruments without being aware of it; others, you might need to work hard to acquire. This becomes particularly important for your professional goals and experiences, whether they are paid or voluntary.

CONSIDER

What do we mean by “skills” and “knowledge”? Are they the same thing? Let us first explore the differences between these two concepts.

A useful way to think about it is to focus on the difference between knowing what something is, and knowing how to do something, i.e. to be able to do something. The Open University defines knowledge as information and understanding of a subject. Skills, on the other hand, are practical or theoretical instruments you need to do something properly.

For example, you might know what an English language teacher does, maybe because yourself have been a student of English. But unless you have also been taught how to teach, you might not have the skills to actually teach a class. In other words: you have the knowledge of what a teacher does, but you do not have the skills of how to teach.

The same concept applies to your professional desires and aspirations. In order to properly perform in a specific professional field, you need more than just knowledge about that field – you actually need to know how to do it, i.e. to develop the skills necessary to perform the tasks required.

PRACTICE — ACTIVITY TABLE 1: KNOWLEDGE, SKILLS, ATTITUDES

Copy and paste this table in your personal notes. Read the statements in the first column. Then on

the second column write if they describe knowledge or skill. On the third column, write about the attitudes connected to each statement/situation described.

Statement	Knowledge or Skill?	Connected Attitudes
Although I don't play the piano, I could tell you all the notes of Beethoven's 5th symphony because I absolutely love that masterpiece.		
Our architecture professor told us during class that teaching architecture is very different from practicing as an architect.		
John was very nice to explain the nature of his profession as an accountant. I now know better what accounting is about.		
After three years practicing alongside a garage mechanic, I have managed to start my own business. Luckily my clients are all very satisfied with my job!		

REFLECTING ON THE ROLES YOU PLAY

Now that you have explored the difference between knowledge and skills, let us start thinking about the skills you possess and make use of. For this, it is important to reflect on the roles you play in your everyday life.

CONSIDER

Did you know that one single person can play many different roles in the course of a single day?

READ SARAH'S BRIEF STORY

Sarah woke up early this morning, after a long and sleepless night because her 10-month baby had trouble falling asleep. She was exhausted, but had to find the energy to go to work, because she has an important meeting with a new client. Sarah is a sales executive for an independent clothing boutique in London, which she runs together with her best friend Paula. After work, Sarah went to visit her 70-year-old mother who is not feeling very well lately, in order to cook dinner for her. Then she met a friend of hers at the local café, before collecting her baby from school. She had dinner with her partner, and then read a book before going to bed.

BLOCKQUOTE

'Roles are set of socially expected and approved behavior patterns, consisting of both duties and privileges.'

— Ogburn and Nimkoff

Roles are socially defined, because the social group in which we live has certain expectations about how we should behave according to the roles we assume.

LET US ANALYSE SARAH'S EXAMPLE

In the above example, she simultaneously plays the role of: mother, partner, sales executive, friend, daughter.

So, for example, Sarah will have to act in a decisive and formal manner when she is playing her role as a sales executive, whereas she will have to be more nurturing and patient when playing the role of a mother.

NOW LOOK AT SARAH'S ROLES AND SOME EXAMPLES OF EXPECTED/REQUIRED BEHAVIOURS AND SKILLS

Role	Expected Behaviours	Required Skills
Mother	Nurturing, patient, caring	Empathy, multitasking, communication
Partner	Supportive, communicative	Emotional intelligence, communication
Sales Executive	Decisive, formal, target-oriented	Leadership, negotiation, analytical skills
Friend	Empathetic, reliable	Social skills, communication
Daughter	Respectful, grateful	Social skills

CONSIDER

Like Sarah, you too may play many roles. One good way of understanding your skills and abilities is to reflect on the roles you play, and what kinds of behaviours, actions and skills these roles require of you.

Copy paste the table below in your notebook. Following the example we provide you, write the roles you play together with the behaviors and actions you are required to perform, as well as the skills/abilities that underpin them.

Role	Expected Behaviours	Required Skills
(Your role 1)		
(Your role 2)		
(Your role 3)		

Now that you have thought of your roles, and the way in which they influence your behaviours, we would like you to reflect on the following questions:

- What roles dominate in your life at the moment? What abilities you use at the moment the most?
- How do you manage to combine personal and professional roles?
- What roles would you use or want to use in your workshop for local community?

UNDERSTANDING YOUR ABILITIES

This activity has hopefully helped you understand the extent to which roles are linked to abilities – as each role requires different abilities. Abilities are therefore the result of a combination of knowledge, skills and attitudes.

For example, if you wish to offer workshops for your local community you will need very different skills than if you wish to offer workshops in a corporate environment.

Being aware of what skills you need in a particular context is therefore crucial for your personal development as an educator.

READ & REFLECT

Step 1) Look at the list of abilities: <https://evelop.teachsurfing.org/wp-content/uploads/2021/07/List-of-abilities.pdf> [5]. Then answer the below questions in your personal notebook.

- What abilities best correspond to yours?
- What roles you play are these abilities associated with? What abilities you feel you lack most and which would you want to develop?
- Pick 2 or 3 abilities in the list, how do they relate to your roles you have identified earlier?

Step 2) Now read three stories of different sets of abilities in specific scenarios

STORIES: Luke, Anna, Marco

Story	Content
Story 1: LUKE	Luke went to the supermarket this afternoon to buy food for the community of elderly people he works with as a volunteer social worker. He noticed an old lady, who looked confused and distressed, because she could not find the product she needed. He went up to her and asked what she needed. She was very grateful. Later, he came home and spent time with his younger sibling, who needed help with his homework. He enjoys teaching younger people. This evening, he will attend a meeting for the parents' community at his local school. He will be asked to present the results of a fundraising activity he organised to help pay for the school's new library.
Story 2: ANNA	Anna is a young woman actively looking for a job in her city. She never went to university because she had to help her family out since the age of 15. As a high school student, Anna would simultaneously follow courses and help her mother at home and with her little brother and sister. She especially enjoyed helping her grandmother sewing. She indeed has become very talented at sewing, so she hopes to find a job as a seamstress. [7]
Story 3: MARCO	Marco is a young man who has recently moved from Italy to Paris. He is hoping to build a new life in France. He fluently speaks Italian, French and English, because he is passionate about foreign languages. Since his arrival in Paris, he has been feeling very scared and lonely, but he now decided to be positive and more active about his life. He started asking around and searching the internet for potential jobs available, and he discovered an online club run by a very big community of foreigners in Paris. He got in touch with them and has now got a lot of friends. Thanks to these contacts, Marco now teaches Italian and English to French people. He loves his teaching job and is very satisfied. [8]

Step 3) Based on the three stories you read, answer these questions:

- 1. What abilities do you think Luke, Anna, and Marco had to practice?
- 2. Does any of them remind you of your own situation and skills?
- 3. Which of the three stories do you empathise more with, and why?

Suggestion: Think of any difficulty Luke, Anna and Marco encountered, and how they managed to overcome their barriers. Problem-solving is a very crucial skill to bring into your life.

KEEP IN MIND

Abilities do not only refer to skills linked to jobs, or technical skills.

Being empathetic and compassionate towards other people can also be regarded as a very valuable skill, and it might be the most important skill of all for a volunteer educator.

Unit A.1.3 Skills Mapping: Assessing My Own Skills

Some people know since a very early age what they want to become, and what role they wish to play in society. For them, it might be easier to identify their skills and interests.

However, many other people only discover their path later in life, through experience.

Remember: everybody is unique, therefore the way in which you can best contribute in your local community might differ from other people.

Through this online course we will hopefully help you gain the confidence and skills necessary to create and deliver excellent workshops, no matter what your professional background is.

The choice of specific topic or skill you will teach other people through your workshops depends entirely on you.

No matter what you teach and share, you will have to show participants you are the right person to learn that skill or knowledge from.

One important element is that you need to highlight those skills which are most relevant to your workshop topic. In Unit A.2.1, you will be asked to identify your workshop topic. This unit will therefore help you prepare for that.

ASSESSING YOUR OWN SKILLS

You have been introduced to different ways in which you can become aware of your skills, highlight them and communicate them. But how do you really know which skills you have?

Assessing your skills is a critical step, as you will create your workshop content based on skills you know well. It is important that you have at least three years experience in practicing it and you should feel confident to present it.

Many people are not aware of the diversity and scale of the knowledge they have which can be valuable to share. For example, you may have skills from your work experience, your hobbies or interests, things you have learnt by yourself, or skills that you have developed through your life experiences.

PRACTICE — SKILLS SELF-ASSESSMENT TABLE

In order to assist you further in identifying your skills we prepared a self-assessment table [9]. Copy and paste the following questionnaire in your personal notes and try to fill it in to the best of your ability.

It will hopefully help you reflect on the skills you have acquired through life experiences, education and work. Identify at least 2–3 skills you want to share with others.

More importantly, we ask you to be honest and reflect on what skills you think are useful in the context of your community or group of potential participants.

Fill in the questionnaire below in your notebook:

Question	Guidance / Your Answer
SECTION 1: PERSONAL INFORMATION	
What is your gender? (Male, Female, other)	
What is your national/ethnic background?	
How old are you?	
SECTION 2: SKILLS QUESTIONS	
Please describe your language skills along with the level of competency.	Topics studied in depth during formal education
What kind of skills have you acquired by means of formal education?	Topics studied in school, college, university, etc.
What kind of skills have you acquired by means of informal education?	Trainings, workshops, webinars outside formal education
What are the skills related to your current and/or previous profession?	e.g. MS Office, management, leadership, fundraising
What are your self-taught skills?	e.g. programming a microcontroller, fixing

Question	Guidance / Your Answer
	bicycles
Do you have a specific skill or hobby practiced over years?	e.g. playing guitar, climbing, etc.
Do you have any skills related to arts and crafts?	
Which skills are related to your personal expression?	
How have such skills been helpful to you?	
SECTION 3: INTEGRATION AND CROSS-CULTURAL SKILLS	
What skills have you obtained in the host country that contributed positively?	
Which skills helped you integrate in the host country, and in what way?	
Which skills do you use within your community setting?	e.g. neighbourhood, association, religious/cultural group
Skills used when interacting with diverse cultural backgrounds?	e.g. neighbourhood, workplace, public authorities
SECTION 4: SKILLS TRANSFER AND PEER-TO-PEER LEARNING	
Which skills do you feel are your strong asset?	
What skills would you be confident to share with others?	
What skills do you feel you lack and might find useful?	
What kind of skills would you like to obtain?	

ASK YOURSELF

After having filled in the questionnaire, answer these questions in your notebook:

- What skills do I have that might be useful to others?
- What skills feel most natural/comfortable to share?
- What skill could I share with the community you live in?
- What skill do you feel most confident presenting?

COMMUNITY PRACTICE

Do you have questions to your skill assessment exercise? Discuss your questions in your learning community.

Unit A.2 Learning Goals

LINKING YOUR SKILLS AND ABILITIES TO YOUR WORKSHOPS

HERE YOU WILL:

- Unit A.2.1: Learn how to select your workshop topic
- Unit A.2.2: Learn how to create your workshop proposal

Unit A.2.1 Selecting Your Workshop Topic

We identified the 3 most commonly requested workshop topic areas from over 250 Host organisations registered at teachsurfing.org. You can see an overview of these topic areas below. If you have skills or knowledge matching to one of these areas, we recommend you select your workshop topic accordingly. This will ensure that you will quickly find a Host organisation with a target audience who is interested to learn from you. If your skills or knowledge do not fit into any of these 3 areas, that is perfectly fine. Please see the category “Other”.

WORKSHOP TOPIC CATEGORIES

Category	Description	Examples
IT & Digital Skills	There is a high demand from organisations to improve their communities' digital skills and inspire young people in digital topics.	<ul style="list-style-type: none"> ● Felix offered an interactive workshop where he shared his career story as an electronic engineer and taught participants how to program microcontrollers. ● Belen taught a workshop on how to use social media to promote your business product. ● Alejandro and Marta gave workshops about JavaScript programming.
Career Development	In this modern era there is such an enormous variety of career paths. Sharing your career path story and practical knowledge will inspire the audience.	<ul style="list-style-type: none"> ● Gretta held a robotics workshop to inspire college students. ● Nele inspired students with her exciting career path in social entrepreneurship. ● Ani offered a presentation and public speaking workshop to support people with their job interviews. Watch her video: https://www.youtube.com/watch?v=48rwqxGF0cU
Language & Culture	Due to lack of direct contact between people from diverse cultural backgrounds and biased media images, language & culture workshops bridge this gap and promote cultural understanding.	<ul style="list-style-type: none"> ● Khaled gave a workshop providing an introduction to Arabic language and Syrian culture. Watch his workshop video: https://www.youtube.com/watch?v=53HorCV39Jc ● Anais offered a French language workshop for school students. ● Adnan presented Germany and German culture for newcomers.

Category	Description	Examples
Topic of Your Choice	If your skills or knowledge do not fit into any of these 3 areas, that is perfectly fine! You can also choose your workshop topic outside the three topic areas mentioned above.	<ul style="list-style-type: none"> ● Matt offered a history and art workshop, inspiring participants to learn from history in order to address current challenges in society. Watch his video: https://www.youtube.com/watch?v=jdL3WABmVdc ● Malte gave a workshop providing an introduction to different meditation formats.

PRACTICE — IDENTIFY YOUR TOPIC

To help you identify the topic you might like to offer workshops on, we have prepared a list of questions you can go through to help you select one of your skills to develop further.

First, please select one of your skills you identified in Unit A.1.3 and answer these questions according to that skill:

- 1. How confident do I feel in sharing knowledge about this skill or topic?
- 2. What is the most fascinating or interesting aspect of that skill?
- 3. What is the simplest way to introduce this skill to others?
- 4. What is the best real life application of the skill?
- 5. How do you practice this skill?...

Once you have answered these questions, try to identify the most interesting answer. Reflecting on what is the most interesting aspect of a skill or topic will help you define the focus of your workshop.

COMMUNITY PRACTICE

Do you have questions about selecting your workshop topic? Then join other learners and discuss your questions.

Unit A.2.2 Put Together Your Workshop Proposal

Once you have decided on your workshop topic, the next step is to define your workshop structure and the concrete content of your workshop.

Creating a workshop proposal is a great exercise and an important step in putting your knowledge into a structured format. It is key to communicate clearly your workshop to host organisations.

KEEP IN MIND

Read the following examples for the workshop proposals:

- Example 1) Danielle's workshop proposal: <http://info.teachsurfing.org/training/one-pager-danielle.pdf>
- Example 2) Felix's workshop proposal: <http://info.teachsurfing.org/training/one-pager-felix.pdf>

What sections does a workshop proposal consist of? Which section is necessary for a workshop proposal?

As you noticed in Danielle's and Felix's example, a workshop proposal consists of 10 sections. Through the tabs below you can find more information and guidance about each section.

The 10 Sections of a Workshop Proposal

(Tab-based content on the platform — each section is a separate tab)

Section	Title	Guidance
1	Workshop Title	Write the title in a descriptive and attractive way. When deciding on the title, think from the audience's perspective – what would attract them to attend your workshop? Divide into main title + subtitle. Examples: 'Career development workshop – an atypical career path in the field of IT'; 'Syria through my eyes – introduction to Syrian culture and my journey from Syria to Germany'
2	About the Presenter	Write a short paragraph about yourself: your name, brief overview of your work/study background, cultural background, what experiences make you the right person, and why you want to share your knowledge.
3	Workshop Summary	Brief summary focusing on: Objectives (what will attendees learn?), Theory (background knowledge), Interactive Activities (engaging activities for learning by doing).
4	Target Group	Who is your workshop for? Consider age limits or prior knowledge needed. Example: suitable for ages 16 and up.
5	Required Material	What do participants need to bring? What does the organizer need to provide? Example: participants bring drawing blocks, pencils; host provides projector/computer.
6	Agenda	Brief overview: Introduction (about yourself), Theoretical Section (key topics), Interactive Section (planned activities).
7	Date & Duration	If unsure: provide a range + general workshop length. For set dates: state day, duration, start time. If flexible: mention availability and expected length.
8	Workshop Language	Use a language common to both you and the participants. If presenting in a second language, speak more slowly and simplify content.
9	Workshop Location	Choose a location that fits your workshop's needs. Consider audience size and required equipment.
10	Number of Participants	Set a range for your expected attendee count. Specify minimum and maximum participants.

KEEP IN MIND

In your first Assignment, coming up right after this unit, you will be asked to use a template and create your own workshop proposal one-pager.

COMMUNITY PRACTICE

Share your questions and completed workshop proposals with other learners.

Assignment A Prepare Your Workshop Proposal (Part 1)

Duration	3 hours
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Use this workshop proposal template (<https://teachsurfing.com/wp-content/uploads/2026/05/one-pager-template.docx>) and create your workshop proposal based on your learning from the previous unit.

1	Workshop Title <i>Choose a descriptive and attractive title and subtitle.</i>
2	About the Presenter <i>What is your background? What experiences you have which makes you qualified to offer this workshop? What is your motivation to share knowledge.</i>
3	Workshop Summary <i>What are your workshop objectives? What is the workshop about (the content)? How will the workshop be conducted (The structure: e.g. explain the interactive parts such as group activities or Q&A, or presentation).</i>
4	Target Group <i>Who would you recommend to take part in your workshop? Are there any age restrictions or previous knowledge required?</i>
5	Required Material <i>What do participants need to bring to the workshop? What material does the Host need to provide?</i>
6	Agenda <i>Please give a quick snapshot of your workshop to the Host organisations. Your agenda should include:</i> <ul style="list-style-type: none"> ● Introduction to your person and your background ● Theoretical section highlights specific topics covered in your workshop ● Interactive section of your workshop
7	Date & Duration <i>When can you offer the workshop and how long is the workshop duration? If you don't know the exact workshop times, please put an approximate date and time when you would be available.</i>
8	Workshop Language
9	Workshop Location

10	Number of Participants
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Quiz Chapter A

Test your understanding with the following questions.

Question 1: How do we describe the difference between knowledge and skills?

- Knowledge refers to information, facts or understanding about something, whereas skills are the practical or theoretical instruments you need to do something properly.
- Knowledge is to do only with theory (things you read, listen and/or study) whereas skills are only practical (e.g. ability to cook or fix a car engine).
- Knowledge and skills are the same thing, like synonyms.
- Knowledge is what you acquire through life experience, by interacting with others, by reading and studying, and skills are practical or cognitive abilities you acquire or possess and that help you put your knowledge into practice.

References Chapter A

- [1] Vishal Jain, 3D Model of Attitude, March 2014.
https://www.researchgate.net/publication/265567380_3D_Model_of_Attitude
- [2] Harris Chaiklin, Attitudes, Behavior, and Social Practice, March 2011.
<https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=3583&context=jssw>
- [3] Inspired by OpenLearn: <https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=20017&printable=1>
- [4] This Questionnaire is inspired by 'Skills Maps: introduction and questionnaire', LIAISON project.
<https://cesie.org/en/project/liaison/>

CHAPTER B - DEVELOP YOUR PEDAGOGICAL SKILLS

DEVELOP YOUR PEDAGOGICAL SKILLS

In this chapter you will develop your pedagogical skills including self-directed learning, experiential learning, reflection, and group facilitation.

Unit B.1 Learning Goals — Self-Directed Learning

- Unit B.1.1: Knowing yourself as a learner
- Unit B.1.2: Specifics of self-directed learning
- Unit B.1.3: Skills and knowledge that help to become a more self-directed learner
- Unit B.1.4: Development of a learning plan
- Unit B.1.5: Self-reflection skills in self-directed learning
- Unit B.1.6: Improving self-evaluation skills, giving and receiving feedback

Unit B.1.1 Knowing Yourself as a Learner

BLOCKQUOTE

'You are product of your learning. Everything you know, everything you can do and everything you be...'

'Learning is a treasure that will follow its owner everywhere.' — Chinese proverb

'Anyone who fails to learn... is regarded as oku eniyan.' — the living dead

ASK YOURSELF

Answer the bellow questions in your personal notebook:

1. What do these quotes stress about learning?
2. What comes to your mind about learning when you think about learning?

3. What would be your quote of learning? Find it on the internet, in a book and explain why it is important to you.

These three quotes capture not only how learning is embedded in our lives but also how necessary learning is in today's world.

We – human beings – would not have survived without learning.

“Learning has become one of the key aspects of a person’s life in the XXI century. According to Merriam and Bierema (2014) [12], we face challenging processes of globalization, technological growth, and changes in demographics that change our societies and require constant learning. Moreover, the process of learning is not confined to the classroom but is also an inherent part of our everyday activities.” Thus, we need to focus on learning. Usually, learning is referred to in the context of competence development. Competence is usually understood as the combination of three components that show your expertise [7]:

Component	Description
SKILLS (I DO)	Through doing things, practicing and training
KNOWLEDGE (I KNOW)	Through acquiring theoretical information about ideas, concepts and practices
ATTITUDE (I VALUE)	Through reflecting experiences, through changing your values, norms, beliefs

CONSIDER

When we say that we have learned something, we often focus on the knowledge and skills we gained, but we often forget about the attitude aspect. Thus, when we think that we have learned something we need to reflect about all three components: what I know now, what can I do now? what I value/understand.

Competence is the outcome of a learning process and one of the key words in a job market. Thus, to gain more competence, we should focus on our learning processes and then our learning can go in many directions, for example:

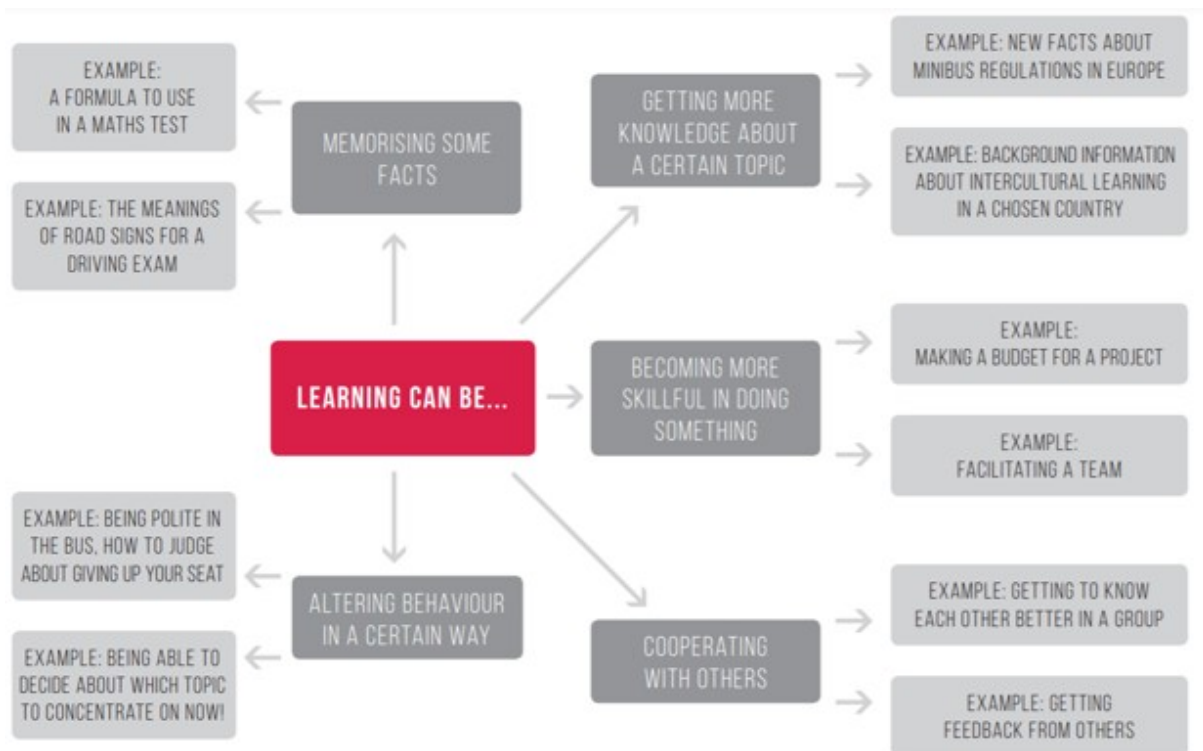


Figure 2 - [7]

SO, WHAT IS LEARNING? HOW SHOULD WE DESCRIBE IT?

Learning is lifelong and lifewide; learning should acquire competence. Moreover, learning is more than the acquisition of competence. Let's take a look at definitions given by Malcolm Knowles, one of the main champions in adult education and self-directed learning:

- Education is an activity undertaken or initiated by one or more agents that is designed to effect changes in the knowledge, skill, and/or attitudes of individuals, groups, or communities.
- Learning is the act or process made by a person who learns in which behavioral change, knowledge, skills or attitudes are changed.

ASK YOURSELF

Compare these two definitions of self-directed learning:

1. What similarities do you see in these definitions?
2. And what differences do you see in these definitions? Explain your answers.

Answer the above questions in your personal notebook.

IF WE COMPARE THESE TWO DEFINITIONS, WE SEE THAT:

Concept	Focus
EDUCATION	Emphasizes the educator — the agent of change who presents stimuli and reinforcement for learning and designs activities to induce change.
LEARNING	Emphasizes the person in whom the change occurs or is expected to occur.

Concept	Focus

Thus, learning is not only a process, but also a product; learning is natural growth, shaping, development and change.

Therefore, in learning the core element is a person who learns and as his or her effort, motivation and initiative matter the most.

Why is it important to know yourself as a learner? Knowing yourself as a learner will bring you at least two important things [8]:

1. You will become more aware of your learning and will be able to create such conditions that will facilitate your learning.
2. When you know yourself better as a learner, you will be in a better position to facilitate the learning of others.

Thus, we encourage you to do all the tasks in this unit and take the time you make them. They will help you to explore yourself as a learner.

Exploration of yourself as a learner is valuable not only for you, but also for your further learning, and some aspects you will be able to apply into your workshop.

So, when you will be performing these tasks, do not forget the workshop you will implement and always ask these questions: How will participants of my workshop learn? How will they take responsibility, initiative and action?

WATCH

Watch the video: 'How do we learn'

Video URL: <https://www.youtube.com/watch?v=wlaG99awCD8>

ASK YOURSELF

1. How do we learn? And how do we not like to learn?
2. What motivates people to learn? When is it boring to learn?
3. Under what conditions does learning cause stress?
4. What is most important in learning and why?

READ & PRACTICE

STEP 1: Recall two different situations from your life:

- a) 1 of your actual experiences when you enjoyed learning;
- b) 1 of your actual experiences that you were bored from or hated learning.

Important: Write down these learning situations in your personal notebook. Be as precise as

possible.

STEP 2: Read once again both situations you wrote and mark words or sentences that relate with the aspects of:

safe environment, active learning, autonomy, mastery, connection, challenge, abilities, bored, stressed, flow, reflection, passive and active learning.

Then answer in your personal notebook:

1. What is a safe environment for me to learn?
2. What motivates and demotivates me to learn the most? Why?
3. How important are the components of autonomy – mastery – connection in my learning? Why?
4. When am I stressed during learning? When am I bored?
5. What or who is inspiration for my learning? Why do I think it is?

Learning is as an individual, complex, unique and, to some degree, a subtle process:

BLOCKQUOTE

'Something we just do, without ever thinking too much about it.' — [6]

Our learning can be proactive and reactive, can be active and passive. Thus, there is no one way of learning. We all learn in different ways and what is suitable for one person might not work for others.

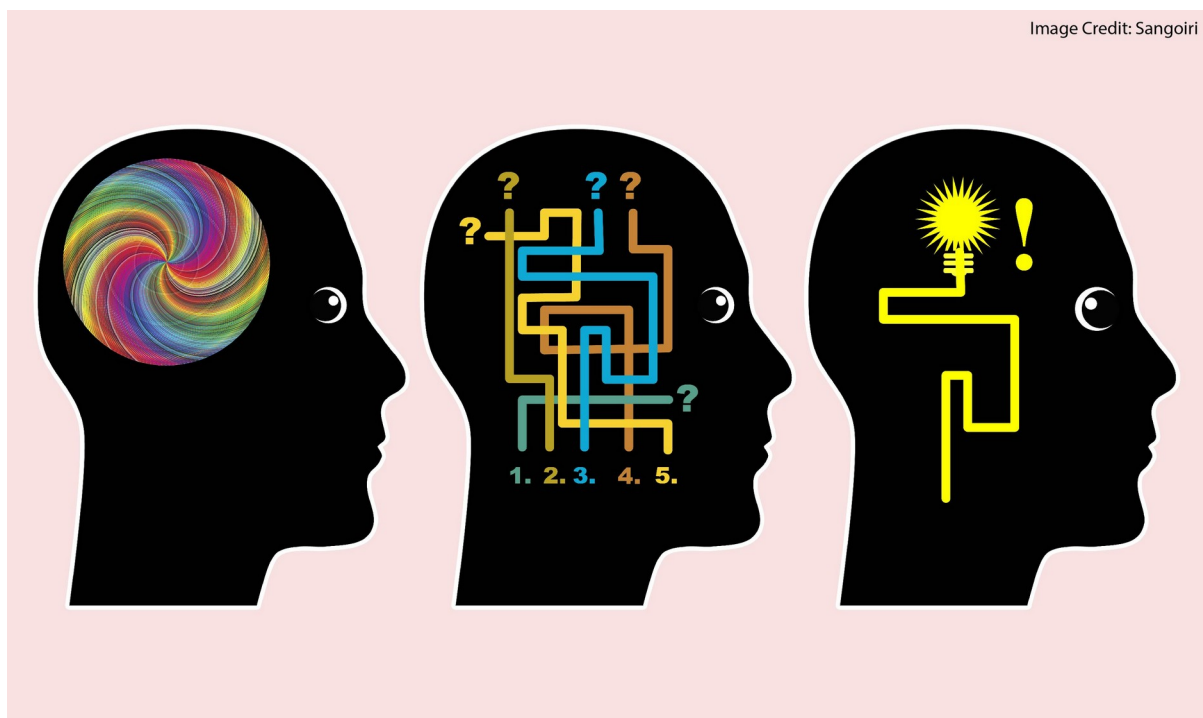


Figure 3- https://www.learningandthebrain.com/blog/wp-content/uploads/2019/06/AdobeStock_80919293_Credit.jpg

With the emerging popularity of learner-centered education in the early 1970s, the concept of learning styles was introduced. Today there are more than 100 established learning style frameworks and assessments [10] that evaluate a wide spectrum of human individuality during the learning process.

Learning style refers to the ways a person prefers to learn. A learning style is not a fixed trait, but more like a habit shaped by our experiences and choices.

BLOCKQUOTE

' Our learning style(s) can be automatic and unconscious, also it can be consciously modified and changed.' — [11]

So, the stability of learning style depends on the learning situations we face and how we respond to them, i.e., whether we have a tendency to learn the same way in different situations. Thus, knowing our learning style(s) helps us to know how we should learn, what conditions and materials we need for learning. Moreover, knowing the style(s) helps to reach a learning goal more successfully.

Peter Honey and Alan Mumford (1986) [5] identified four learning styles that people tend to use when they are learning:

Learning Style	Description
Activist	Learns by doing. Open-minded, enthusiastic about new ideas, bored with implementation.
Reflector	Learns by observing and thinking about what happened. Thoughtful, prefers to consider all angles.
Theorist	Learns by understanding the theory behind what they do. Methodical, logical, objective.
Pragmatist	Learns by seeing how things work in practice. Practical, likes problem-solving, down-to-earth.



Figure 4 - 4 learning styles. [5]

READ & PRACTICE

1. Read the text about all four learning styles and think about your learning experiences [5]:
https://www.open.edu/openlearn/ocw/pluginfile.php/629607/mod_resource/content/1/t175_4_3.pdf
 - Do you recognize yourself in any of these styles?
 - In which one or two styles would you put yourself right now?
2. Then download the Learning Styles Test created by Mumford and Honey and take it:
<https://teachsurfing.com/wp-content/uploads/2026/05/learning-styles-questionnaire-honey-and-mumford.doc.pdf>
3. Answer in your personal notebook:
 1. So, what did the test show? Did the test result match the outcome you expected?
 2. Would you agree that this is your dominant learning style(s)?
 3. Looking into the results, what would be those conditions that are important for your learning?

Unit B.1.2 Specifics of Self-Directed Learning

Self-directed learning is primarily related with adult learning. The creation of self-directed learning theory is associated with educator Malcolm Knowles.

In a self-directed learning framework, the learner takes primary responsibility for the learning process. The teacher's role shifts from transmitter of knowledge to facilitator and resource.

READ

You can read more about Malcom Knowles here (optional): <https://infed.org/dir/welcome/malcolm-knowles-informal-adult-education-self-direction-and-andragogy/>





Knowles was a very influential figure in the adult education field, specifically, in informal adult education, andragogy and self-directed learning. He is one of the first ones who provided a definition of self-directed learning. He said:

BLOCKQUOTE

' Self-directed learning (SDL) is a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. ' — [9]

ASK YOURSELF

If you look into the definition of self-directed learning given by Malcolm Knowles, what would be the most important aspects of self-directed learning? Name them for yourself.

	<p>Self-directed learning is primarily related to the initiative that goes from learner's and not from educator's side.</p>
	<p>This is the main difference from pedagogy, where the educator is the main agent who gives instructions for learning and evaluates your learning result you have reached. Meanwhile, in self-directed learning we do not wait for the educator to tell us exactly what we should learn and what should do in order to learn (for example, to read or perform some tasks). Therefore, the educator is not a first person who evaluates our results.</p>
	<p>In self-directed learning we are the ones who take an active role from the beginning until end of the learning process.</p>
	<p>In self-directed learning we should take as many responsibilities and actions as possible:</p> <ul style="list-style-type: none"> – choose a learning goal; – create and follow a plan for how to reach the goal – choose methods for reaching the goal; – find some support, if needed; – evaluate the result you have reached, and so on.

WHY IS SELF-DIRECTED LEARNING IMPORTANT FOR A VOLUNTEER EDUCATOR?




According to Malcolm Knowles (1975/2004, p. 14-15) [9], there are at 3 reasons we should apply self-directedness in our learning:

1. People who take the initiative in learning (proactive learners), learn more things, and learn better, than do people who sit at the feet of teachers passively waiting to be taught (reactive learners). We “enter into learning more purposefully and with greater motivation. They also tend to retain and make use of what they learn better and longer than do the reactive learners” (p. 14)
2. Self-directed learning is more in tune with our natural processes of psychological development. When we are born, we are totally dependent personalities. We need parents to protect us, feed us, carry us, and make decisions for us. But as we grow and mature our lives become increasingly self-directing, i.e. to protect ourselves, to take care of food, to make decisions by ourselves and so on.
3. Education now puts a lot of responsibility on the learners, so they should take a good deal of initiative in their own learning. Students entering different programs without having learned the skills of self-directed learning will experience anxiety, frustration, and often failure.

Thus, self-directedness in learning is not a state that we all have, but a quality that requires our efforts and practice. We need to learn how to take initiative in learning, how to formulate our learning goals, identify and choose sources learn from, plan the learning process and evaluate results



that were achieved. Of course here knowing yourself as a learner will help you to make your self-directed process more fun, enjoyable and successful.

MAIN ASPECTS OF SELF-DIRECTED LEARNING

	<p>Your inner motivation and interest to learn. One of the core aspects for self-directed learning is motivation for learning that originates from you and turns into actions performed by you, for example, planning learning steps and following them, searching resources for learning, finding ways to motivate yourself even if you are bored or stressed. If you are not motivated, your learning will not stall or stop altogether before you reach your learning goal.</p>
	<p>Knowing what you want to learn. Remember the video How do we learn? Our learning should be connected with our needs and interests. So, in order to be self-directed learners, we should always ask ourselves “Why do I need to learn this right now? What interest do I have right now to learn it? Where will I use this?”</p>
	<p>Learning support. When you think about self-directed learning, it is important to know that your learning does not happen in isolation and not depends only on you.</p> <p>Self-directed learning is sometimes incorrectly understood as something that you do on your own, alone on a solidarity learning journey. This might be true to some extent, and there might be individual time and work, but in reality, we need others to assist us in our learning. The ideal case is when we know our learning needs and interests as well as the steps planned to reach our goal, and at the same time we still need others to accompany us...</p> <p>Learning happens through trusting relationships, in a safe place where we can experiment, ask for and receive honest feedback [8].</p>

DEPENDING ON YOUR LEARNING GOALS AND ACTIVITIES YOUR LEARNING SUPPORT CAN BE DIFFERENT

for example:

	
<p>You can have an educator (teacher, trainer, etc.), who can support the planning of your learning process, listen to you when you need it and give you ideas and tips for activities, offer you resources, or even help you to evaluate the result you have reached etc. Of course, in some</p>	<p>You can have a learning buddy or buddies with whom you continuously share your learning experiences and ask for their feedback. You can have reflection groups to share your experiences, have some inspiration to learn further and reach some conclusions.</p>

cases you might need much more support from educators, especially if you are learning something completely new. In other cases, you might need only some advice for resources.	
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CONSIDER

Other people who are reading this booklet or already have offer workshops can be great learning support for you and also during the planning, implementation and evaluation of your workshop.

Self-directed learning can be very empowering, but in the beginning it can be a frightening process. Therefore, do not forget to include learning support and keep in mind that learning support depends on you.

ASK YOURSELF

Ask yourself the following questions:

1. How would I describe myself as a learner? What are the aspects that show my self-directedness?
2. What do I think about self-directed learning?
3. When exactly have I experienced self-directed learning?
4. How can self-directed learning be important for me now and in the future?
5. Would you say that you are self-directed learners?

As a volunteer educator (VE), you are expected to not only deliver content, but also to take ownership of your own learning journey. Understanding how to learn independently will help you:

- Design your own learning path within this course
- Model self-directed learning for your workshop participants
- Continuously improve as an educator through self-reflection

ASK YOURSELF

1. Have you ever set your own learning goals independently?
2. Can you think of a situation where you successfully taught yourself something new?
3. What strategies did you use? Did you identify resources, set a timeline, evaluate your progress?

Unit B.1.3 Skills and Knowledge That Help to Become More Self-Directed Learner

Self-directed learning is not chaotic; it comprised of some steps. The following two videos will help you to understand the steps better.

WATCH

Video 1: Self-Directed Learning (Part 1) — OnRamps

URL: <https://www.youtube.com/watch?v=kgfFCnBdSas>

Video 2: Self-Directed Learning (Part 2) — OnRamps

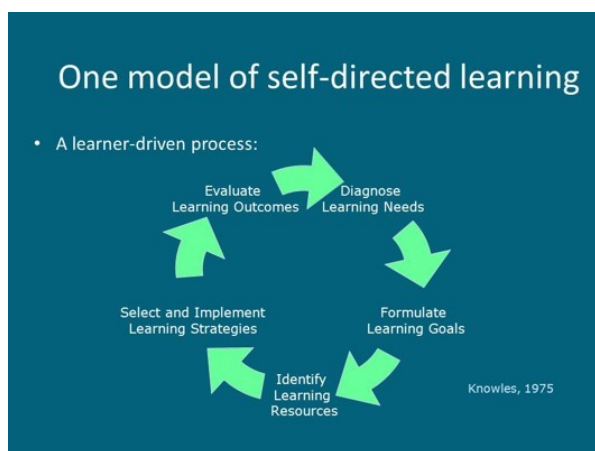
URL: <https://www.youtube.com/watch?v=zDimJQQySzA>

ASK YOURSELF

Answer to below questions in your personal notebook.

1. What would be the main steps of self-directed learning?
2. Have you ever learned in these steps? If yes, when and how?
3. What would be the most easy and most difficult parts in self-directed learning? Why do you think so?

THERE ARE OTHER MODELS OF SELF-DIRECTED LEARNING, FOR EXAMPLE:



Use the Self-Directed Learning Cycle to set goals, develop a plan to achieve those goals, learn what you need to know, show evidence of what you have learned, and reflect on the process.

Figure 5 - source [16]: <https://bhiconnect.weebly.com/self-directed-learning.html>

ASK YOURSELF

1. What main similarities do you see in the steps that were explained in the videos and the steps in these two pictures?
2. And what main differences do you see in the steps that we explained in the videos and in the

steps in these two pictures?

As you saw, some aspects in all three models are a little different, but in reality they all mention the same 5 steps that we should follow in self-directed learning:

1. Set your learning goal. Knowing your needs and interests helps you to set a goal because it would help you to know what you want to achieve.
2. Make a plan with steps you will follow to reach your goal. In your plan you should already add resources you will use, support/help you will need from others.
3. Learn following your plan and from time to time stop to look at the plan and reflect how it is going. I.e. constantly reflect on and monitor the situation. During the learning process, you should actively seek new information.
4. Show the results you have reached to others.
5. Reflect/self-assess the entire process and the results you have achieved.

In this course we invite you to experience self-directed learning, to go through all the mentioned 5 steps and become a more self-directed learner.

In order to do this, there are very important aspects you should keep in mind:

- a) Take it one step at a time: do not mix the steps of self-directed learning. The sequence of the steps is very important. Also, it is important to follow 5 steps; otherwise you might not become a stronger self-directed learner.
- b) Plan your time to follow all 5 steps, do not rush with activities.
- c) Do not forget your learning support, i.e. contact other learners or experienced presenters, talk to them, ask for advice and resources – it will motivate you to learn.
- d) If you feel stressed or bored when you learn, talk with other learners, share with them your experience, ask advice for advice.

SO, LET'S START WITH THE FIRST STEP:

SET THE LEARNING GOAL YOU WOULD LIKE TO REACH IN 5 DAYS STARTING FROM NEXT WEEK.

In order to do this, we will use a method called the Eisenhower Matrix. Click on the element below to read more about the Eisenhower Matrix.

What you need to do? (go step-by-step)

1. Take some paper and pencil and write down everything you would like to learn during one month. Write down as many things as you can think of – these could also be funny, crazy things. Keep in mind: we are NOT going to learn everything, so you should not limit yourself.
2. Now you need to choose just one learning goal that you will reach not during one month, but 5 days starting from next week. How to make such a choice? This is where you will apply the Eisenhower Matrix.

The Eisenhower Matrix is a tool that helps to decide and prioritize our activities by thinking how the activity is urgent and important. These two words are core elements of the Matrix.

Here you can see more information on Eisenhower Matrix: <https://todoist.com/productivity-methods/eisenhower-matrix>.

WATCH

Here you can see more information on Eisenhower Matrix:

Video 1: The Eisenhower matrix: How to manage your tasks with EISENHOWER — EISENHOWER channel

URL: <https://www.youtube.com/watch?v=tT89OZ7TNwc>

Video 2: How the Eisenhower Matrix can fix your Procrastination issues — The Art of Improvement

URL: <https://www.youtube.com/watch?v=k7xJwo1fVyU>

Video 3: The Eisenhower Matrix — vlogbrothers

URL: <https://www.youtube.com/watch?v=7hSs1NhmpOI>

How would you explain to a friend what the Eisenhower Matrix is and how it should be used? Write your answer in your personal notebook.

As you saw in the videos, the Eisenhower matrix is used for planning and managing tasks, for prioritizing urgent and important tasks/activities and delegating less urgent and important ones. So, one key aspect to keep in mind here is how IMPORTANT and how URGENT something is. As D. Eisenhower (1954) said:

BLOCKQUOTE

‘What is important is seldom urgent and what is urgent is seldom important’ – [2]

However, this tool can be used not only for planning your work or home tasks and activities, but also for planning your learning goals.

So, you already have a list of things you would like to do in one month.

Now you need to draw the Eisenhower Matrix and put each of the learning goals you wrote into one of the four squares.

Go through your list one by one and ask yourself:

- Is this learning goal important-urgent?
- Important-not urgent?
- Urgent-not important? Not important-not urgent?

And put each learning goal in the square. One learning goal can be written only in one square, i.e. one goal cannot be in two different squares.

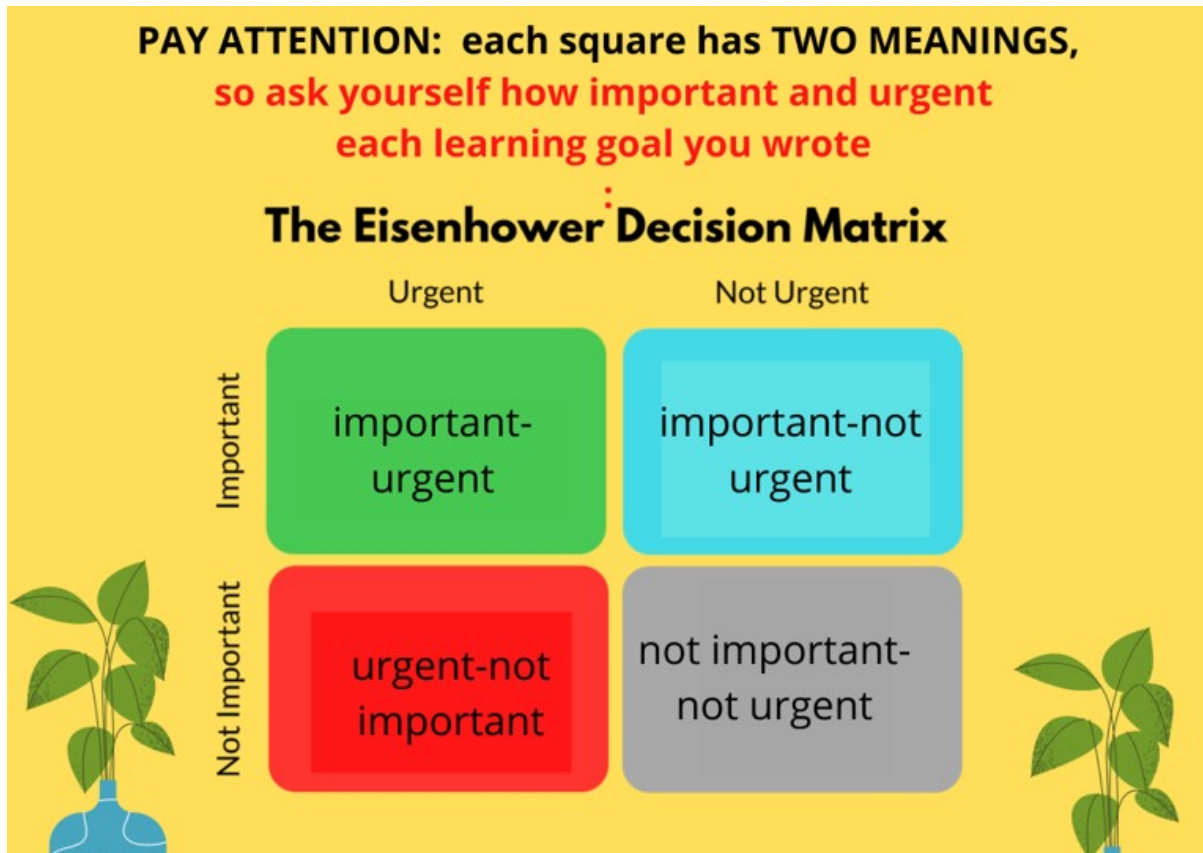


Figure 5 - source: <https://todoist.com/productivity-methods/eisenhower-matrix>

NOW LOOK AT WHAT EACH SQUARE MEANS:

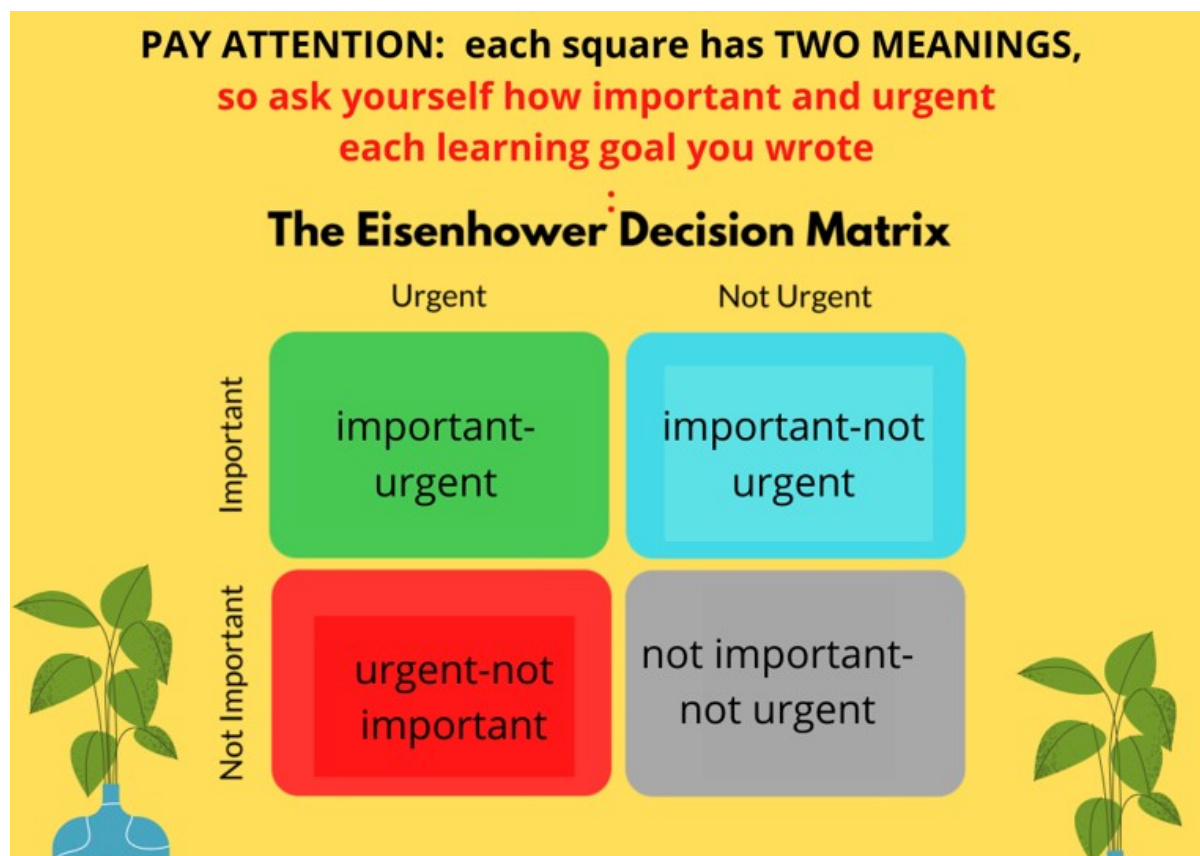


Figure 6 - Created by Vilnius University

The idea is that you should take ONE LEARNING GOAL from the GREEN SQUARE. The grey square is the one where your learning goals should be eliminated – this is, you can forget about them for now. For the red square, you should really ask yourself, whether this really is something you need to learn. The learning goals in the blue square, on the other hand, should be met not now, but in a month.

What if you are trying to fill out the Eisenhower Matrix, but you do not have any learning goals in the green square?

ASK YOURSELF

If you do not have any goals in the green square, then look at the goals you have in the blue square. Which of those could you achieve in 5 days? Move them to the green square.

And what should you do if you have few learning goals in the green square? Then you need to choose the one that is the most important. To do so, you will use the words:

- MUST
- SHOULD
- COULD

THE MUST WORD SHOWS WHAT IS YOUR LEARNING GOAL.

If you are still not sure about your learning goals after seeing all four meaning in the last picture, you can reorganize them and place them in different squares – but be careful not to make too many changes!

PRACTICE

Mark in your Eisenhower Matrix which learning goal you have chosen.

Then answer below questions in your personal notebook.

1. What did I like in this unit?
2. How satisfied I am with my learning goal?

If you have further questions about filling your Eisenhower Matrix, share your questions with your peer learners.

Unit B.1.4 Development of a Learning Plan

Now that you have your learning goal, the second step of self-directed learning is making a plan for 1 week, i.e. 5 days, to reach your goal.

Planning is an essential part of self-directed learning:

- – Planning is at the heart of being organized and focused on what you need to achieve.
- – Planning helps us to understand what we need to do.
- – Planning also helps us to enjoy the learning process and have some fun, to be ready for some challenges.
- – Also, planning helps to avoid doing arbitrary and unimportant things.

To summarize, your result in one week will be highly related to your plan: the more detailed your plan, the better results you will achieve.

NOW YOUR TASK IS TO MAKE YOUR LEARNING PLAN.

- a) The first day of your learning is next week – it would be best to start on MONDAY and learn five days in a row;
- b) Take the time to plan – at least 40 minutes;
- c) do not forget what you have learned about your learning styles and think of the steps related to your learning style, for example, if you are an ACTIVIST, how much practice will you have in five weeks?
- d) Do not forget your learning support in your plan;
- e) A more detailed plan will make easier for you will perform activities and reach result;
- f) If you feel frustrated or bored to plan alone, you can always search for another learner to plan together.

PRACTICE

Download the template for 5-days learning plan here:

<https://teachsurfing.com/wp-content/uploads/2026/05/Learning-plan.docx>

Based on the instruction you read in this unit, fill in the template.

COMMUNITY PRACTICE

Meet with other learners and make a short presentation to each other.

In your presentation you should:

- Present your learning goal and briefly describe the process of choosing one goal with Eisenhower Matrix;
- Present your plan by answering the following questions: how did the planning go for you and how satisfied are you with the result? what was the easiest/challenging plan in your plan? how will you have fun during learning?
- How your learning is going? (if you have already started to)

CONSIDER

Please go to the next Unit at least a day before you start your learning according to your learning plan.

Do not forget to learn following your learning plan. We suggest you capture your learning moments: take photos, make videos when you learn.

Unit B.1.5 Self-Reflection Skills in Self-Directed Learning

If you recall, the 3rd step of self-directed learning is carrying out the plan and stopping from time to time to look back at the activities and the plan to assess the progress. The key aspect in step 3 of self-directed learning is reflection.

READ

Read the text about reflection, written by [15]

Valued by you, valued by others pages 13-16

https://www.youthpass.eu/downloads/13-62-385/ValuedByYouValuedByOthers-allpages_web.pdf

ASK YOURSELF

Answer to below questions in your personal notebook:

1. Why is reflection essential in learning?
2. Why is writing a good way to reflect?
3. What are the ways to reflect by writing? Which of them have you tried? Did you like it?
4. How do you prefer to reflect?

As was mentioned, reflection is essential for learning. Simply doing things does not necessarily lead to learning. It is equally important to look back and think about what we have been doing. We need to analyse what happened and talk to others about the experience in order to really learn something [8].

BLOCKQUOTE

‘We do not learn from experience... we learn from reflecting on experience’ – John Dewey [1]

Without reflection, learning turns into a mere activity, remains chaotic and becomes successful only by chance.

Knowles was a very influential figure in the adult education field, specifically, in informal adult learning. He is one of the first one's to describe self-directed learning. He said:

BLOCKQUOTE

‘Self-directed learning is a process in which individuals take the initiative, with or without help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes’ – (Knowles 1975/2004, P.32) [9]

KEEP IN MIND

THROUGH REFLECTION WE [7]:

- increase our awareness of ourselves,
- analyse our experiences,
- make changes based on the analysis of our mistakes,
- continue doing what has proven successful,
- and see how far we can get with our further actions.

In short, reflection allows us to make connections with our past and future. Reflection is also an essential part in experiential learning. You will find out more about reflection in the next unit.

We encourage you to make short reflections after everyday learning experiences. You can reflect by choosing either via:

- a) Traditional / Analog practice: Take a little notebook and a pencil, or use a bigger book and crayons as well as a pencil, or other materials, such as glue to attach pictures. maybe also glue to stick in pictures, and other materials

Or via:

- b) Digital practice: Sit at a computer, using Word or another program to take notes, for example: Padlet, Canva, Instagram or other way.

Make time for reflection every evening during the five days when you will be learning. In the next slide you can see questions for each day, follow them and make some notes. Remember that you don't need to limit yourself to writing – you can draw pictures and be as creative as you want!

Here are the questions for each day's reflection. Answer them at the end of your learning day:

Day	Reflection Questions
Day 1	How do I feel after the day? What did I enjoy most today? What made the biggest impression on me?
Day 2	What satisfied me most today? Did I have a "Eureka!" Moment today?
Day 3	What is the biggest achievement of today? How happy am I with the result today? What challenges did I have today and how did I address them? How did I use learning support?
Day 4	How happy am I with my learning result right now? Will I reach my learning goal in one day? Is there something I need to change in my plan to reach the goal? If yes, what exactly?
Day 5	If this learning were an animal, what would it be? How satisfied am I with my result? What would I change next time?

COMMUNITY PRACTICE

Exchange your experiences, your progress, regularly with other peer learners.

CONSIDER

Please go to the 6th Theme of this Unit in Chapter B no later than on the last day of your self-directed learning.

Do not forget to learn following your learning plan.

We suggest you capture your learning moments: take photos, make videos when you learn. Also do not forget to continue with online learning on E-Velp.

Unit B.1.6 Improving Self-Evaluation Skills, Giving and Receiving Feedback

As you might recall, the 4th and the 5th steps of self-directed learning focus on showing your results to others and to self-assess the learning process and the results. In this course we will integrate both steps and will make self-assessment both individually as well in a group.

Why is self-assessment important? We can start from the questions: "Who can decide better than you what you have learned?", "Who can see your learning process and results that were planned by you?". We are used to a system in which other people assess us, give us tests, do interviews, and prepare exams.

However, this is not to say that learners do not need other people to assess their learning. Self-assessment is not something people do on their own. Here, "self" refers to the fact that learners are responsible for the assessment, which is not the same as doing it without help from others.

Thus, for self-assessment we also need other people: they can enrich our self-assessment process.

READ

So What is self-assessment?

Read this text, PAGE 21 (title: So what to do then?):

https://www.youthpass.eu/downloads/13-62-385/ValuedByYouValuedByOthers-allpages_web.pdf

ASK YOURSELF

ANSWER TO BELOW QUESTIONS IN YOUR PERSONAL NOTEBOOK.

1. What is self-assessment?
2. What is the difference between reflection and self-assessment?
3. Why is self-assessment challenging?

We now invite you to self-assess your learning week.

Firstly, look through the notes you made every day and read them carefully. Look at pictures and videos, if you have any.

Secondly, allocate some time to think about your learning week and answer the following questions:

ASK YOURSELF

1. What picture would illustrate this learning week? Find and upload a picture and write down why you choose this picture.
2. What is my learning result? How satisfied am I with myself and with the learning result?
3. What were the biggest challenges in these five days? How have I managed them?
4. What did I enjoy the most in this learning week and why?
5. What or who helped me the most to reach my goal?
6. What have I understood about myself as a learner?
7. What would I do differently next time?
8. Where will I use my learning result in the near future?

You had individual self-assessment. Now let's move on to others:

COMMUNITY PRACTICE

Step 1. Prepare a short presentation of your learning process and result achieved during these days;

Step 2. Present to the other learners these aspects:

- What was your learning result and how happy were you with the result?
- What were the biggest challenge(s) for you during these five days?
- What or who helped you the most to reach your goal?
- What have you understood about yourself as a learner?
- Where will you use this result in the near future?

Make your presentation interactive and fun too, for example by using pictures you took during your learning days! (you can use .ppt, canva.com or other tools to create presentation).

Step 3. Comment and give feedback to other learners self-evaluations.

REVIEW OF UNIT 1: I AS A SELF-DIRECTED LEARNER

In this Unit we focused on learning and self-directedness, providing answers to the questions: what learning is and why it is important, why it is important to know yourself as a learner, what are the learning styles, what is self-directed learning, and what are the main 5 steps of self-directed learning. In this Unit you were able to experience all five steps of self-directed learning: setting a learning goal, making a plan, learning by following your plan, showing your results to others and reflecting and self-evaluating your learning.

So, at the end of this Unit we have a final question for you:

WHAT HAVE I LEARNED ABOUT MYSELF A LEARNER AND AS A PERSON IN THIS UNIT?**ASK YOURSELF**

CHOOSE FROM THE LIST THOSE ASPECTS YOU HAVE LEARNED IN UNIT 1 AND EXPLAIN WHY:

1. In this Unit I have learned:

- I have a strong drive, or motivation, to communicate
- I'm willing to take risks, make mistakes and learn from them
- I recognize language and communication patterns
- I pay attention to meaning
- I take initiative
- I have a strong drive to reflect on processes I am following
- I explore independently
- I'm willing to search for learning support
- I accept responsibility
- I have a healthy outlook on life
- I'm naturally motivated
- I have basic study skills
- I know how to manage time
- I'm self-aware
- I take responsibility for learning outcomes

2. Explain using your personal notebook how you learned these things in this Unit:

Unit B.2 Learning Goals — Experiential Learning

- Unit B.2.1: Knowing the experiential learning theory
- Unit B.2.2: Importance of reflection in educational activities
- Unit B.2.3: Designing reflection questions and running the process

Unit B.2.1 Knowing the Experiential Learning Theory

Try to recall the last thing you have learned from experience. How did the process go?

WATCH

To get acquainted with experiential learning, watch the video on learning from experience first.

Video: Experiential Learning: How We All Learn Naturally — Sprouts channel

URL: <https://www.youtube.com/watch?v=aF63HHVbpQ8>

Even though learning from experience might seem self-explanatory, there are several theories explaining how it works.

READ

1. Read page 59-64 (until Zones of learning) from Gailius et al. [3] Handbook for people working with youth groups: non-formal education practice in Lithuania.

<https://mitteformaalne.ee/wp-content/uploads/2020/04/handbook-for-people-working-with-youth-groups-en-web-version.pdf>

2. Write down in your notebook:

- What makes sense in the theory?
- What is not convincing?

One of the most well-known theorist of experiential learning is David Kolb who not only developed the explanation for how learning from experience works step by step, but also connected it with the styles of learning.

WATCH

Watch a video on the theory of experiential learning cycle as developed by David Kolb:

Video: 8 Things To Know About the Experiential Learning Cycle (FULL) — EBLS channel

URL: <https://www.youtube.com/watch?v=v74nRbWSNqk>

Write down the 3 most important tips that you can use in organising and facilitating an experiential learning activity for learners.

Unit B.2.2 Importance of Reflection in Educational Activities

Now let's move to the part of experiential learning that makes an experience educative – reflection. If the reflection questions are constructed in accordance with the educational aims, we can find educational aspects in many experiences. As mentioned by Gailius et al. (2013), in experiential learning experiences can originate from many sources – everyday life, simulation by various methods, and even right here and now. Therefore, in order to deepen your learning in this course, we propose an exercise.

Reflection Type	Description
2. Reflection in pairs	Reflection in couples works as a dialogue where the learners can ask additional questions and make the reflection process deeper and more detailed. An exchange of experiences can also generate extra ideas and help crystallise learning outcomes.
3. Reflection in small groups	<p>Reflection can also be implemented in small groups. This type of reflection can be facilitated by educators (the number of educators has to be the same as the number of small groups which makes it difficult if you are working alone or in a small team) or by the learners themselves with given guidelines and/or guiding questions.</p> <p>Pros: more time for everyone to express their thoughts and share; the ones who usually do not speak in a big group have more courage to participate and talk in a smaller group; the learners develop the skill of running reflection.</p> <p>Con: the educator's lack of participation -, the educator doesn't know what is happening in the learners' group and therefore cannot address it and modify the educational activities accordingly.</p>
4. Reflection with the whole group	<p>Reflection in the whole group is usually moderated by the educator.</p> <p>Pros: the whole group is participating therefore there are plenty of different ideas which encourage or provoke thoughts of other learners; helpful for understanding where the group is, what kind of process is going on and how to address it.</p> <p>Cons: dominating participants; shy participants; easy to hide behind the backs of those who are more active and to not participate in the reflection process at all.</p>

IN PRACTICE IT IS RECOMMENDED TO COMBINE DIFFERENT FORMS OF REFLECTION

Participants of a study that was conducted in 2018 [4] stated that for them the reflection in small groups (facilitated by the educator) worked the best. The second best was the combination of individual reflection and reflection in the whole group when the participants had individual time to go through guiding questions and write down their answers, then come back to the whole group, share insights, understandings, findings, and then take individual time to reflect on what they heard from the others and how it resonated with them.

WATCH

Watch the process of reflection is similar to the stages of experiential learning by David Kolb. Sergio Goncalves explains it in this video dedicated to the practitioners of non-formal learning:

Video 1: What is Experiential Learning and Debriefing in the Training Environment? Kolb cycle — YOUTRAIN videoproject

URL: <https://www.youtube.com/watch?v=tQtbua9V7jU>

What was the highlight of this video for you?

There is a wide variety of methods that can help the group reflect on the gained experience.

Watch a video on methods for reflection:

Video 2: How to Organise Reflection in Learning? 4 Different Reflection Methods — YOUTRAIN videoproject

URL: <https://www.youtube.com/watch?v=30Bmhads4rA>

Which methods would you prefer to use? Which one is not for you? Why?

Unit B.2.3 Designing Reflection Questions and Running the Process

The questions for reflection depend on the educational goal, therefore the same activity (experience), if reflected with different questions, can lead to different learning outcomes. The following steps of reflection are usually proposed to be followed after a learning experience:

Step	Description
1. Facts	The activity is debriefed: participants deconstruct the activity/experience by discussing what was happening, who did what, who participated, etc.
2. Emotions	You can ask how the participants felt during the process, how they are feeling after the activity has ended. However, it might be preferable to speak about emotions first and then go into the facts, especially if the activity has caused many emotions and can overshadow the facts.
3. Findings	What did I learn, what did I understand, how is it connected to my everyday life or work?
4. Future	What should I do the same, what should I do differently, how to apply the learning outcomes;
5. Surprises	All the other important aspects that are not necessarily connected to the learning goal. It might happen that the group will steer you to the surprises first. This usually means that something more important to the group happened in the process – which is also OK. Just make sure to connect the surprises to the actual learning objective at some point of the reflection process.

CONSIDER

It can also happen that after asking one question, the group will go through all the steps without

external guidance. This is also OK; in fact, it is great, since it shows that the group is mature and has a highly developed reflection competency.

In order to facilitate the reflection process with a group, it might come in handy to know how to provoke the group a little since some groups and people have a tendency to give the "correct answers" which do not mean an honest and truthful answer.

READ & PRACTICE

1. Read through 2 pages of the probing questions guide:

http://schoolreforminitiative.org/doc/probing_questions_guide.pdf

2. Reformulate the following 10 "bad" questions into thought provoking questions and write down your questions:

1. That presentation was fantastic, wasn't it?
2. Was it difficult for you?
3. How happy or unhappy are you with the group?
4. Do you think the workshop helps you understand it better?
5. What was useful in this activity?
6. The new task will be based on what we've discussed, won't it?
7. Don't you think that you can do better?
8. Why didn't you ask for help?
9. Did you like the activity?
10. What are the 4 steps of experiential learning?

3. Now it's time to try it out for real.

Find a practice partner in this forum:

<https://evelp.teachsurfing.org/forums/forum/become-a-ve/chapter-b/find-learning-experience-reflection-interview-partner/>

Connect (skype, messenger, etc.) with him/her and help her/him reflect on their learning experience during this chapter by running a learning-interview type of reflection – use one creative method and practice asking meaningful questions.

Unit B.3 Facilitation of Learning — Learning Goals

Earning Goals:

- Unit 3.1 - Learn about the group dynamics and how they influence the learning process. Dig into the principles of non-formal education & how to support others in the learning process.

- Unit 3.2 - How to integrate your achievements in your workshop proposal

Unit B.3.1 Group Dynamics & Facilitation, Principles of Non-Formal Education

First let's get acquainted with the stages of group development: a theory that was developed by Bruce Tuckman.

READ & PRACTICE

1. Read about the stages of group development in Gailius et al. [3] Handbook for people working with youth groups: non-formal education practice in Lithuania, p. 42-49.

<https://mitteformaalne.ee/wp-content/uploads/2020/04/handbook-for-people-working-with-youth-groups-en-web-version.pdf>

2. Individually make a meme for each of the group dynamics stages (5 memes in total). Meme is an image, video, piece of text, etc., typically humorous in nature, that is copied and spread rapidly by internet users, often with slight variations. Here is the text that explains about memes:

<https://www.makeuseof.com/tag/what-is-a-meme-examples/>

3. Share your memes with peer-learners and give feedback to theirs.

READ & PRACTICE

1. Read about the principles of Non-formal education (NFE) in Gailius et al. [3] Handbook for people working with youth groups: non-formal education practice in Lithuania, p. 28-30.

<https://mitteformaalne.ee/wp-content/uploads/2020/04/handbook-for-people-working-with-youth-groups-en-web-version.pdf>

2. Remember 3 different methods that you used in the past or you have participated in. Write them down.

3. What is a method, you ask? It is a way of working, a tool. Great examples are group work, lecture, role play, discussion, simulation, presentation and others.

4. Analyse (evaluate) 3 chosen methods according to the principles of Non-Formal Education and the group development phases (what worked, what didn't, why, how it could be improved).

Now let's dig even deeper and get more practical on how to make learning happen and support others in the learning process:

READ & REFLECT

1. Read the "General tips on running activities" section in Using Compass for human rights education article from Council of Europe:

<https://www.coe.int/en/web/compass/using-compass-for-human-rights-education#Basic%20methods%20that>

2. Write down in your notebook 5 most important tips for you (keep in mind the workshop that you will implement).

Lets reflect on your learnings in this chapter so far:

ASK YOURSELF

SUM-UP activity. What have you learned about self-directed and experiential learning, and facilitation of learning? Think for 10 minutes and answer:

1. What do I know about self-directed learning? Where can and will I use it in my life?
2. What do I know about experiential learning? Where can and will I use it in my life?
3. What do I know about facilitation of learning? What can and will I use in my life?

Write the answers on your personal notebook.

Unit B.3.2 Integrate Your Achievements in Your Workshop Proposal

In Chapter A Unit 2, you started putting together your workshop proposal. Now you will extend your proposal based on what you have learnt in this chapter. For instance, revisit your "Workshop summary" section and explain more the activities that you plan to have in your workshop. Based on the structure of the workshop introduced in "Workshop summary", update your "Target group" section and include more details about the characteristics of your participants. Then you can go on and update your "Required material", "Agenda", and "date & Duration" sections.

Read some tips for completing your workshop proposal in the table below:

Section	Tips
Workshop title (Covered in Chapter A Unit 2.2)	Write the title in a descriptive and attractive way. When deciding on the title, think from the audience's point of view – what is their learning interest and why they should join your workshop? What is the unique knowledge and experience that you can share with them which they cannot find in books or on the internet? One way to write a catchy but comprehensive title is to divide your title in two parts: the main title and a one-liner explaining more

Section	Tips
	about the workshop. Some examples of catchy titles are: – "Career development workshop – an atypical career path in the field of IT" – "Syria through my eyes – introduction to Syrian culture and my journey from Syria to Germany" – "How to create a website using WordPress in 10 steps – hands-on workshop"
About the presenter (Covered in Chapter A Unit 2.2)	Write one paragraph about yourself answering the following questions: 1. What's your name? 2. Give a short summary of your CV. 3. What is your cultural background and where are you from? 4. What experience makes you qualified to offer this workshop? 5. Finally, what is your motivation to share your knowledge?
Workshop summary (Covered in Chapter A Unit 2.2)	Your workshop summary shall include the building blocks listed below. – Workshop objectives New content: – Theoretical section: Include a short section for theoretical knowledge in your workshop and focus mainly on sharing applied knowledge, such as practical real-life examples/projects and your unique story. – Interactive section: Interactive activities and exercises will help participants to get engaged and learn by doing. Make sure to include an interactive part in your workshop. A) Include Q&A at the beginning, during and at the end of the workshop. B) Plan exercise(s) in groups, pairs, or on an individual level. C) Take a case study from the participants to the stage.
Target group (Covered in Chapter A Unit 2.2)	Who would you recommend to take part in your workshop? Are there any age restrictions or previous knowledge required? New content: Here you should think about the content of the workshop and the characteristics of the participants. You can write about characteristics of your target group in relation to their learning styles introduced to you in Unit B.1.1 Knowing yourself as a learner.
Required material	What do participants need to bring to the workshop? What material does the Host need to provide? i. Participants should bring drawing blocks, pencils, usb-stick ii. Host organisation should provide projector iii. Host organisation should provide computer
Agenda	The agenda gives a quick snapshot of your workshop to the Host organisations. Your agenda should include: • Introduction – About yourself and your background – What makes you qualified to hold this workshop • Theoretical section – List the main topics covered in your workshop. • Interactive section – Present the interactive part of your workshop.
Date & duration	If you don't know the exact workshop times, please put an approximate date and time when you would be available. An average workshop length is 120 minutes. Example (date to be decided): Date to be determined, between 01.07.2023 to 10.08.2023. Workshop duration: 2-4 hours. Start time: 4:00 pm. Example (fixed date): Fixed date 27.07.2023. Workshop duration: 2 hours. Starting time to be determined. Example (flexible): Available Wednesdays between 5-8 pm. Workshop duration is 3 hours. We recommend you to plan

Section	Tips
	your first workshop to be completed in under 2 hours.
Workshop language	Coming up in Chapter D Unit 1.2.
Workshop location	Coming up in Chapter D Unit 1.2.
Number of participants	Coming up in Chapter D Unit 1.2.

READ

Check the following examples of the workshop proposal:

Example 1) from Danielle

<https://teachsurfing.com/wp-content/uploads/2026/05/one-pager-danielle.pdf>

Example 2) from Felix

<https://teachsurfing.com/wp-content/uploads/2026/05/one-pager-felix.pdf>

COMMUNITY PRACTICE

Do you have open questions about one-pager? Then join other learners and discuss your questions.

Assignment B Prepare Your Workshop Proposal (Part 2)

Duration	2 hours
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Extend your workshop proposal from Assignment A based on your learning from Unit 2 and 3 of chapter B. Keep in mind the steps of the experiential learning process as well as the hints for facilitation of learning. You can integrate both aspects in your workshop. Ask a peer learner for feedback.

Quiz Chapter B

Test your understanding with the following questions.

Question 1: What are the four stages of Kolb's Experiential Learning Cycle?

- Concrete Experience, Reflective Observation, Abstract Conceptualisation, Active Experimentation
- Planning, Doing, Reviewing, Learning
- Forming, Storming, Norming, Performing

- Motivation, Knowledge, Skills, Reflection

Question 2: Which of the following best describes Non-Formal Education (NFE)?

- Education that takes place in accredited schools and universities
- Any organized educational activity outside the established formal system, which is learner-centred and voluntary
- Education through informal channels such as family and media
- Online distance learning programs

Question 3: What is self-directed learning?

- Learning that happens automatically without effort
- A process by which individuals take the initiative in diagnosing their learning needs, formulating goals, identifying resources, choosing strategies, and evaluating outcomes
- A teaching method where the teacher directs all activities
- Learning that only happens in formal educational settings

Question 4: In Tuckman's group development model, what happens during the 'Storming' phase?

- The group comes together and members are polite and cautious
- The group works effectively and harmoniously towards its goals
- Conflicts and tensions emerge as members find their roles
- The group reflects on its journey and concludes

References Chapter B

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CHAPTER C - ENHANCE YOUR COMMUNICATION AND INTERCULTURAL SKILLS

ENHANCE YOUR COMMUNICATION AND INTERCULTURAL SKILLS

In this chapter you will learn about culture, diversity, intercultural communication, and how to implement these in your workshop.

Unit C.1 Learning Goals — Intercultural Learning

- Unit C.1.1: Get acquainted with the concepts of: culture, diversity, cultural knowledge and encounters, etc.
- Unit C.1.2: Learn about the role of cultural knowledge and importance of cultural encounters in everyday situations
- Unit C.1.3: Understand cultural stereotypes, prejudices, and the process of culture shock
- Unit C.1.4: Knowing culture shock and its effects

Unit C.1.1 Get Acquainted with the Concepts of: Culture, Diversity, Cultural Knowledge and Encounters, etc.

What is meant by culture, cultural diversity, cultural knowledge, cultural encounter and identity?
What is the connection between culture and identity?

We are born within a culture, and during the first stages of life we get to know our culture. This process is sometimes referred to as our socialisation. Each society transfers to its members the value system underlying its culture. We learn how to understand and use signs and symbols whose meanings it can differ across different cultures. Without the process of socialisation we would be unable to exist within a given culture.

Let's take a simple example. Imagine a situation where you are not familiar with the accepted custom of greeting another person, for instance, shaking hands, kissing on the cheek, etc.

WHAT DO YOU THINK WILL HAPPEN?



Figure 8 - <https://usabilla.com/blog/culture-impact-ux-design/>

We are sure that every time you meet someone, you will be confused and will ask yourself, "What does this sign mean? Why do we need to do it? What should I do in this situation?" Maybe after some time you might even start to avoid other people...

Of course, there is no one objective reason to greet a person in a particular way. Greetings depend on the situation, on the place and circumstances of the meeting, ect. Also, every culture has its own accepted way of greeting each other. Many factors contribute to our process of socialisation – parents and family, school, friends, the mass media (television, the internet). Quite often we are not even aware that we are a part of this process – we simply start greeting people in whichever way we were taught.

Each person is a mixture of their culture, their own individual characteristics, and their experience. This process is further enriched if you live with two or more cultures simultaneously. For instance, this could be the case if you move to another country and begin to get acquainted with the culture there. So, culture is an important part of our lives.

But what is culture for you? How would you define it?

WHAT IS CULTURE?

READ & REFLECT

Read these explanations of culture and pick the one you would use to explain culture:

1. 'Culture is the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.'
2. 'Culture is the absolute and universal set of values that can be identified in every member of the group.' [3]
3. 'Culture is dynamic and changing, continually being redefined by individuals and groups as they

interact with others of different backgrounds or respond to changing circumstances.' [4]
 4. 'Culture is a set of shared characteristics that gives a person the sense of belonging to a certain community.' [5]

Now ask yourself: Why have you chosen this particular explanation of culture? How would you explain in 2–3 sentences why you picked this particular definition?

Hundreds of definitions of culture exist. So, can we even define culture in one sentence?
 What aspects are crucial in order to understand culture?

1. WHAT IS CULTURE? — Culture is Socially Constructed and in Constant Change

The first thing that comes to our minds is that culture is something that belongs only to a concrete group of people and is seen in every member of this group. In other words, culture is something universal and stable for a group of people. This is only partially true. In reality, culture is seen as something that is socially constructed and is in constant change.

Steven Vertovec (2007), a famous sociologist, stresses that nowadays societies become multicultural in themselves as they encompass multiple lifestyles that are affected not only by intense migration flows, but also by such factors as one's educational background, legal status, or access to employment as a foreign national [25].

Thus, we live not in a diverse, but in a super-diverse environment. Super-diversity implies that we are all connected in the world and creates cosmopolitan societies.

WATCH

What are the opportunities and challenges in the super-diversity we live in now? Find out by watching this video:

'How is (super)diversity changing how we belong?' — <https://www.youtube.com/watch?v=xYXrwcW-1Vc> (Migration Matters)

Let's come back to the greeting example. We give you examples of formal, informal and gender specific greetings in different countries:

HOW PEOPLE GREET IN DIFFERENT CULTURES

Country	Greeting Customs
Lithuania	If you go to Lithuania, usually people will tell you that greeting is pretty formal and there you should greet the person by shaking their hand. In reality, Lithuanians also greet each other in a "warmer" way, especially if they know each other well! In Lithuania you can also see people greeting each other in the Italian and French way of greeting – by kissing on the cheeks. So, our cultural habits are dynamic and changing, being redefined by individuals and groups as we interact with others of different backgrounds or respond to changing circumstances.
Italy	People in Italy are fairly popular for their customarily outgoing and informal way of greeting each other, even when greeting someone they do not know very well. On average, it is part of

Country	Greeting Customs
	<p>the culture to greet people with a handshake, hug, or even kiss on the cheek accompanied by a loud “Ciao!”.</p> <p>However, for more formal encounters and meetings, the usual habit is to shake hands and say “Good morning” or “Good afternoon” or “Good evening”, for example. When friends greet each other it is most common to hug each other, and kiss on the cheeks.</p> <p>Although this is not a rule, female friends sometimes kiss each other on only one cheek, whereas two male friends would kiss on both cheeks (lips not touching cheeks though).</p>
Cyprus	<p>In Cyprus, when people meet for the first time or if they are not close friends, they will shake hands in a formal way. In an informal setting between friends, you will see people greeting each other by smiling, saying hello, and kissing on the cheeks. This normally happens between a woman and a man, or two women. If the greeting is between two women, it is very common to also hug each other. However, kissing or hugging is uncommon between two men, who tend to shake hands or touch each other on the back. There is a gender differentiation for greetings: hugging or kissing tend to be considered more feminine.</p>
Romania	<p>In Romania, a handshake with direct eye contact is the typical greeting in formal settings. Men may wait for women to extend their hands first, although this is not a strict rule.</p> <p>For informal meetings of friendships people generally hug and kiss when they greet one another. Romanians give two kisses, one on each cheek.</p> <p>Romanians greet friends casually by saying “Salut” or “Bună” (Hello). One may greet strangers with the more formal phrase “Bună dimineața / ziua / seara” (Good morning / day/ evening) depending on what time of day it is.</p>

2. WHAT IS CULTURE? — Not All Culture is Visible

The second thing that comes to our mind is that culture is everything that is visible, like language, music, ballet, opera, literature. However, not all culture is visible. Imagine that culture is an iceberg — the bigger part of the iceberg is actually underwater.

WATCH & REFLECT

Watch the video about the cultural iceberg:

'The Cultural Iceberg' — https://www.youtube.com/watch?v=a9Z83I_g4Hw (Culturama)

1. How would you, in 2–3 sentences, describe culture as an iceberg?
2. What do we most often notice, when visiting another culture for the first time?
3. What are the visible and invisible parts of the cultural iceberg? How are they related?
4. Which elements of the visible part of culture are important for you personally? Why?
5. Which elements of the invisible part of culture are important for you? Why?
6. What influences culture nowadays?

So, we should view culture from a much wider perspective. Culture is a complex concept, and trying to understand cultures, even your own, will entail examining many aspects of life that are both visible and invisible.

3. WHAT IS CULTURE? — Cultural Knowledge is a Starting Point, Not the Endpoint

The third thing that comes to mind is that culture is about the facts and information that let us describe the visible and invisible parts of a particular culture, for example, what are the traditions, what are the norms, what is the cuisine of a particular culture, and so on. From this point of view we could say that it is sufficient for us to read (on the internet, in books) about our own and other cultures in order to understand the culture, its people, its environment, etc.

But would you say that others can understand you only based on cultural facts? For example, what is your diet composed of? Do you eat food that is typical only in your culture? Or maybe you also like Italian, Chinese, Japanese food? Or maybe you have some unique recipes you have created yourself? In that case, some facts about the food of your culture would be not enough to really know you.

We can conclude that cultural knowledge or cultural facts are an important factor in order to understand other cultures, but knowledge and facts by themselves are always limited. We cannot know everything about our own and about other cultures. Cultural knowledge can be visualized with this picture:



Figure 9 - source: pexels.com

What do you see in this picture? Distance and difference among two groups. Much scientific research shows (Abdallah-Preteille, 2006; Greene, 2011; Dervin, Leyne, & Trémion, 2015; Messelink & ten Thije, 2012; Otten, 2003; Portera, 2011) [1, 5, 8, 14, 17, 19], that it doesn't matter how deep and detailed cultural knowledge might be, it still remains limited and narrow and inevitably encourages cultural stereotypes and categorization of an individual person, which obstructs perceiving the uniqueness and individuality of a person.

Cultural knowledge encourages categorizations “Us and Them”.

It is not enough to know facts about other cultures to understand people from other cultures, to have long-term relationships with locals and feel comfort and acceptance. Cultural knowledge is a starting point, but it is not the endpoint.

You might ask: if cultural knowledge is not enough, what can I do to gain a true understanding of other cultures? Our main advice – to seek for this picture:



Figure 10 - Source: pexels.com

What do you see in this picture? Diversity and inter-relation of various objects. In this picture it is difficult to tell apart “Us” from “Them”. In other words, for actual understanding of other cultures and other people and feeling of acceptance we need to encounter others.

A cultural encounter implies a casual or unexpected meeting with an unknown person from a different culture. A cultural encounter is unknown and unpredictable, therefore it might bring some frustration, stress, fear or even avoidance of the contact. To avoid this, we could approach such encounters gradually, for example, going to local events, meeting a local person in an informal place, drinking some coffee, talking about general things, etc.

OPPORTUNITIES OF CULTURAL ENCOUNTERS

→ Encounters decrease our cultural stereotypes and attitudes and help to see not only the culture, but also the individual and unique person (because a person is more than culture). However, encounters can be also risky, because when we meet a stranger, we encounter the unknown and cannot predict what will happen.

→ Cultural encounters become more complicated in complex relations and environments, for example, working in a culturally diverse environment or studying at the university. But the more experiences of cultural encounters we have, the less frustration, stress and fear we will feel in a new culture.

CHALLENGES OF CULTURAL ENCOUNTERS

→ Cultural encounters are unknown and unpredictable, therefore it might bring some frustration, stress, fear or even avoidance of the contact.

→ It can also happen that encounters also might bring about new stereotypes and prejudices, encourage discrimination, etc. In this case learning about complexity of culture, diversity, identities, cultural stereotypes and prejudices can be key to become aware of every situation and transform cultural encounters from a challenge to an opportunity.

PRACTICE

1. Read text "Identity" written by Brander, Gomes, Taylor, 2016, pages 30-31 here:
<https://rm.coe.int/1680700aac>

2. Watch videos: <https://www.youtube.com/watch?v=UHwVypIU3Pg> ,
<https://www.youtube.com/watch?v=oocunV4JX4w>

3. Answer these questions in your notebook

- How would you explain, what is identity?
- Would you say that personal identity is, in other words, cultural identity? Why?
- Is your personal identity related only with your culture? Explain why.
- What do you think, how does super-diversity in our societies change our identities?

As we have discussed, culture forms our identity, but our personal identity is more than our culture.

How would you describe yourself? To do this you can create your identity onion [2].

MAKE YOUR IDENTITY ONION (10 MINUTES):

Step 1 – write down 5 words that describe you.

Step 2 – look at the words and create a gradation from 1 to 5: What is the most important aspect of your identity, i.e. number 1, and so on? Write the words next to the numbers 1 -5, with number 1 being the most important to you.

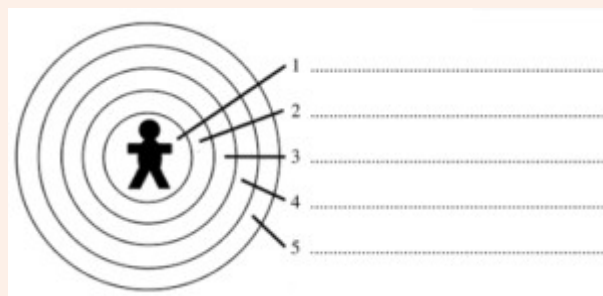


Figure 11 - Identity Onion – Source: [2] p. 30

Step 3 – Write an answer for below questions:

1. What do these 5 words say about you?
2. What role does culture play in your identity?
3. Which words express your personality and uniqueness, not related with culture?
4. How would you comment on this sentence "I'm more than my culture"?

ASK YOURSELF

How would you explain to others in 2-3 sentences:

1. What is culture? What is cultural knowledge? What is a cultural encounter?
2. How are all three aspects interrelated with each other?

Unit C.1.2 Learn About the Role of Cultural Knowledge and Importance of Cultural Encounters in Everyday Situations

In the first theme we spoke about culture, cultural knowledge, cultural encounters, and identity. We spoke about the role of cultural encounters in our lives and how cultural encounters become complicated. So, why do we need to know all of this?

This is where intercultural learning comes into play. It is one of the learning areas that is crucial nowadays. Intercultural learning is not a new topic in the field of education or youth work. It remains an important topic for the youth sector and the European civil society.

WHY IS INTERCULTURAL LEARNING IMPORTANT?

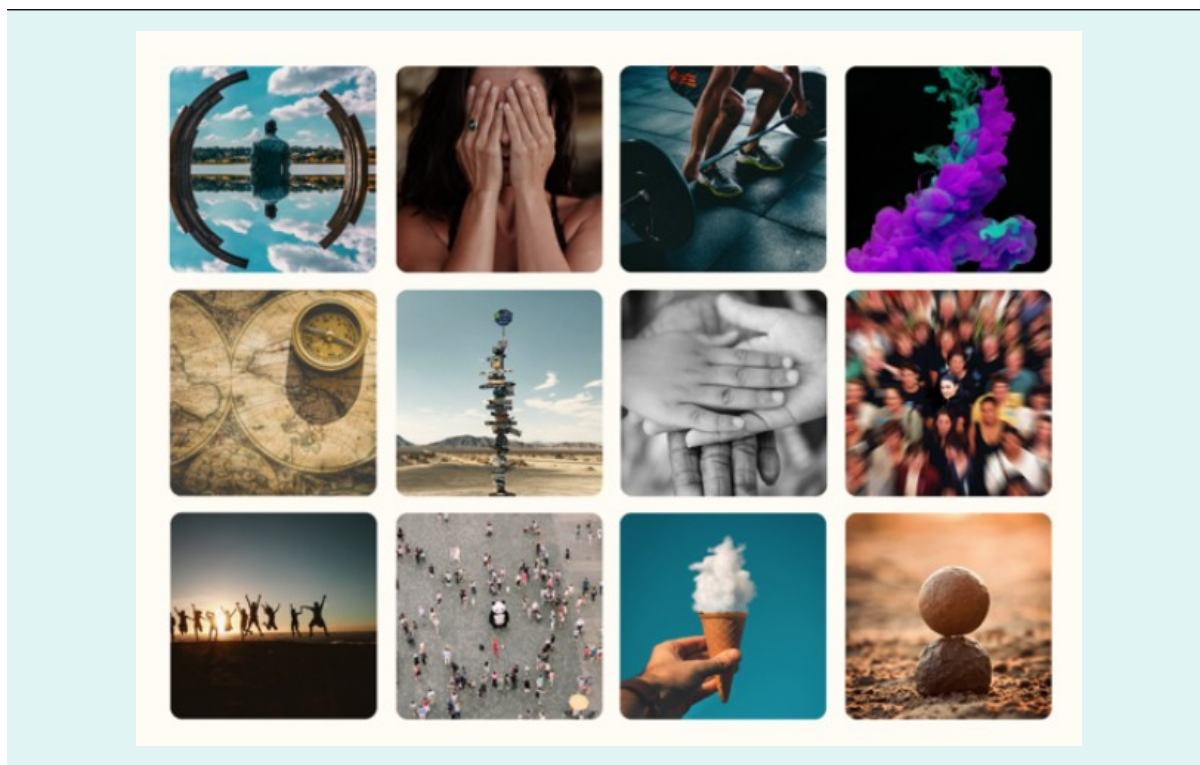
(SANDU, LYAMOURI-BAJJA, 2018, P. 5):

- – Intercultural learning helps to see structures of power in society and relations between individuals and groups.
- – It helps to see identity as an open and unique concept.
- – It prepares people for intercultural dialogue.
- – It encourages curiosity and effort to see the complex world.
- – It cherishes diversity and human rights values.

ASK YOURSELF

Answer to below questions in your personal notebook:

1. What is intercultural learning for you?
2. Have you experienced intercultural learning? When and where?
3. Look at pictures and choose 1-2 picture(s) that somehow symbolize what constitutes intercultural learning for you. Explain in 2-3 sentences why you have chosen this picture(s):



WHAT IS THE MAIN AIM OF INTERCULTURAL LEARNING?

READ

To find out read this text: <http://www.intercultproject.com/intercultural-learning>

We can see intercultural learning from both sides:

- from a personal perspective (we gain knowledge, skills, and attitudes about our own and other cultures);
- from global perspectives (we understand power relations that exist in societies, political and social contexts, discrimination, exclusion and marginalization).

INTERCULTURAL LEARNING HAS A DIRECT CONNECTION WITH CULTURAL KNOWLEDGE OR FACTS AND CULTURAL ENCOUNTERS

Usually cultural knowledge is the starting point of intercultural learning, especially in situations when we cannot physically go to other cultures (learn about other cultures through books, internet, etc.).

However, intercultural learning should always encourage or lead towards cultural encounters. Cultural encounters help us gain skills and change values. Cultural encounters break our stereotypes and prejudices. Cultural encounters teach us tolerance and acceptance.

Experiencing cultural encounters encourages intercultural learning, where we learn not only about other cultures or other people, but we also learn from other cultures and other people – for example, we change our values, our behavior, etc.

INTERCULTURAL LEARNING IS A LIFELONG PROCESS

Intercultural learning actually happens when everything that we learned in theory we use in our every practice, i.e. we start to act differently, change our values, or see some cultural aspects differently, etc.

For example, we not only know what a cultural encounter is, but also we try to encounter people from other cultures as much as possible, or we become much better in communicating with people from other cultures.

Therefore, part of intercultural learning is experiential learning (to remember experiential learning, you can look at Chapter B), that is, we not only know, but we act, reflect and then act differently.

→ Intercultural learning is a lifelong process because we constantly encounter situations that are related to cultural aspects.

→ Moreover, intercultural learning through encounters is multilayered (scheme on the right):



Figure 12 - Kairė, S. Apie save ir kitus: tarpkultūrinis mokymasis tarptautinės savanorystės metu. Metodinis leidinys. 2020, p. 29. Link: <https://www.jtba.lt/wp-content/uploads/2020/06/Tarpkultūrinis-mokymasis-tarptautines-savanorystes-metu.pdf>

READ & REFLECT

Read three stories of cultural encounters that happened to young people who were international volunteers in a foreign country.

Stories of cultural encounters — 3 stories (tab-based content):

Story	Content
Story 1: Alex	"I'm getting into the bus and need to buy a ticket. I'm going to a person who sells the tickets and I try to tell him that I want a ticket from there to there; and then bam! In a second and everyone around sees that you're not a local. Sometimes it's kind of awkward, as it takes a lot of time to explain to the person what you want and to get to the finish line. You feel it doesn't work properly when you try to communicate with people. And the way in which others are looking at you... I felt it always, always, doesn't matter where I was. It's a little bit overpressure. In the end I can laugh about it because it's funny, but while it's happening, when you are stuck in the 'buying' situation, it can be really frustrating."
Story 2: Matilde	"We got a task in smaller groups to find a way to protect the egg when it falls down from the second floor. Our big group of international volunteers is divided into smaller ones. I'm in a group of five people. We are all standing in a small circle and everyone begins to share ideas on how to protect the egg, but I just can't start talking... I'm not feeling comfortable when I need to speak in English with other volunteers. I don't like to hear myself talking in the English language and I'm not really myself when I'm speaking in English. Suddenly, one of the volunteers asks me: 'What do you think?'. I very slowly start to talk. I need more time to explain myself, but they do not really listen to me. I..."
Story 3: Marta	"Today is the middle of the midterm training for international volunteers. We start the day by sharing in a group circle our feelings. I hear others share their feelings and the first thought that comes to my mind is that we all came here for the same purpose and left our cultures behind. We are staying here together for seven days. All the time I'm surrounded by the same people. I feel how we are searching for this new common way to communicate. We start to raise similar questions; we start to create very similar jokes. And right now, we are sharing very similar feelings we have here! I'm getting a bit tired, but while I'm here with other people, I must accept them. From the first..."

After reading all stories, answer the following questions:

1. What similarities and differences do you see among the experiences of Marta, Matilde and Alex?
2. What do you think, which of these cultural encounters will be own-cultural, two-cultural and multi-cultural encounters?
3. Have you experienced own-cultural, two-cultural and multi-cultural encounters? What were the situations?
4. What do you think you have learned from the own-cultural, two-cultural and multi-cultural encounters you have experienced?

Intercultural learning through encounters is multilayered and as you saw in the real experiences of young people, we might even experience different encounters at the same time.

Usually intercultural learning happens through actual two-cultural encounters with local people in a different culture, as was the case with Alex. [29]

Two-cultural encounters are peculiar in that potentially people of the hosting country are culturally dominant and privileged over the newcomers, hence they share unequal positions (own—that of others, our territory—others’ territory). Therefore, the newly arrived person can feel less secure and becomes more vulnerable [30].

Have you seen Alex experience moments, when he was feeling not very secure?

We can also learn through multi-cultural encounters with other people who are in a similar position, for example, if we are studying in a group of people that are from different cultures, we are volunteering in one group, etc. (like Marta). These encounters are peculiar in that they eliminate the “quantitative” cultural domination as every mobile person approaches the other from the same position of a newcomer or foreigner. Hence, people here become not only learning partners but also potential learning sources, i.e., they can learn not only with, but also from cultural Others.

What do you think Marta was learning from others and what were others were learning from Marta?

We rapidly become close to those who are similar to us. We rapidly connect with people who have similar experiences as us, for example, participation in the same program, coming to a foreign culture for the same purpose, having common learning experiences during the training and evaluation processes, etc.

Indeed, such conditions as having the same purpose or staying in the same place for seven days also make Marta become similar with others and even enable the creation of an own culture. Being in a multicultural group for a certain time can create what Dervin [31] named a “cocoon community” that provides belonging and also protection. In the cocoon community we can leave our own cultures behind and create something new that would unify everyone, as they know that they can return to their cultural environment any time and take their cultures back. However, a cocoon is always temporary and sometimes staying in a cocoon is risky, as we might close ourselves from the local people and two-cultural encounters [32].



Figure 13 - Source: pexels.com

Finally, cultural encounters experienced in groups also invite us to reflect on our own identity and our relationship with culture and cultures, as in Matilde's case.

Through cultural encounters we begin to see our relation with our own culture, i.e. what does my culture mean to me? Moreover, during this process we begin to change our static relation with our own culture and see ourselves not only as culturally determined, but also as individual and unique persons. In other words, when we encounter others, we also start to question ourselves:

“Who I am?” “What is the role of culture in my life?”, “Can I identify myself, my behavior only with the culture I was born into?” “How do people from other cultures influence me?” and so on.

Your workshop will also become a space where different cultural encounters will happen: your encounter with local people who will come to your workshop, encounters among people who will come to your workshop, and maybe even an encounter with your culture.

ASK YOURSELF

- What encounters with local people do I expect in the workshop?
- How do I feel when I think about this encounter? What is important to do in the workshop to ensure that encounters will happen in a positive way?
- What do I want to learn from it?

Write down the answers in your personal notebook. They will be useful for you when you reach the end of Chapter E!

And yet, learning through actual cultural encounters is by far not an easy and smooth learning process. Cultural encounters have a complex nature as they are unpredictable and may come with risk and rupture [28], disturbance and shock (Ahmed, 2000) [33], intrusion [34], or alienation [35]; besides, they may be highly specific and unique. Therefore, it becomes vital to reflect on our experiences of cultural encounters: What was happening during the encounter? How did I feel and how did others feel? What does it say about me? What does it say about others and their culture? What did I learn in this encounter? What would I like to change if this encounter would happen once again? It also becomes essential to talk about your experiences with others. As we noticed before, we cannot close ourselves with some facts, we should be also willing to take some action.

ASK YOURSELF

1. What is your understanding of intercultural learning?
2. What is important for you to learn about other cultures?
3. What do you think is most important for you during cultural encounters? Give a short explanation.
4. What would you like to change in your encounters with people from other cultures in the future? Give an example.

Write your answers in your personal notebook.

Unit C.1.3 Understand Cultural Stereotypes, Prejudices, and the Process of Culture Shock

SOMETIMES WE SEE SOMETHING WHICH LOOKS VERY SIMPLE. BUT LOOK AGAIN FROM ANOTHER POINT OF VIEW, AND YOU MAY SEE SOMETHING DIFFERENT.




BLOCKQUOTE

'Sometimes we see something which looks very simple. But look again from another point of view, and you may see something different' - (Brander, Gomes, Taylor, 2016, p. 81)

This is where intercultural learning comes into play. It is one of the learning areas that is crucial nowadays. Intercultural learning is not a new topic in the field of education or youth work. It remains an important topic for the political priorities of both the European Commission and the Council of Europe, and of their partnership in the field of youth.

PRACTICE

Below you see three photos of people. Choose one photo (if you wish you can work on all three photos), look at the photo(s) carefully for a couple of minutes, and write down a short story about this person:

TRISTAN	SAUL-MORGANA	WANGECHI
		

From which country is he/she? What is she/he doing? What are his/her professional activities? How would you describe the character of this person? Write down everything that comes to your mind when you look at this person.

COMMUNITY PRACTICE

Pair up with another learner who chose the same person as you. Share your story with them and compare the two. Finally, discuss it together:

- What similarities do we see in our stories?
- What differences?
- What would you take from another learner to add to your story, and what would another learner take from your story to add to his/her story?

So, who is the person you could choose to write a story about?

Tristan. Tristan Lecomte is from France and lives in Thailand. When he describes his job, he says he plants trees. With his company, the Pure Project, he helps small farmers around the world to plant trees to regenerate the ecosystems on which they depend and to reduce our carbon footprint.

Watch this video where Tristan speaks about himself.

WATCH

Video: Tristan's interview — THAILAND — #HUMAN

YouTube URL: <https://www.youtube.com/watch?v=6K61qAeu5Mk>

Saul-Morgana. Saul Morgana is an opera singer, a commercial music singer and a singing teacher in Mexico City. She hasn't always had a woman's body; she's a transsexual. But she always remembers having behaved like a little girl, and tells about her relationship with family and men; and about the discrimination she suffered in a deeply macho society.

Watch this video where Saul-Morgana speaks about herself.

WATCH

Video: Saul-Morgana's interview — MEXICO — #HUMAN

YouTube URL: <https://www.youtube.com/watch?v=N3p9XErulME>

Wangechi. Born in Kenya, Wangechi discovered she was black when she arrived in Australia. There, her skin color began to define her: she, who had always lived in a big cosmopolitan family, suddenly became the "black friend".

Watch this video where Wangechi speaks about herself.

WATCH

Video: Wangechi's interview — AUSTRALIA — #HUMAN

YouTube URL: <https://www.youtube.com/watch?v=98W0ni5PaB8>

COMMUNITY PRACTICE

After watching the videos, discuss with other learners your answers to the following questions:

1. Did you change some aspects about the person you choose after you spoke with another learner? Why?
2. What is your first impression after you read information about the person and saw the video? What surprised you the most?
3. What do you think about this person after you read information and saw the video? How would you change the story you wrote about him/her?
4. Why do you think is hard to see about a person by only looking at a picture?

We could say that through the picture and video you had the first encounter with the person you chose. This was of course not a real encounter, as you could not talk with Tristan, Saul-Morgana, or

Wangechi and ask them questions that interest you, but you could see them and hear their stories, you could know them as real people. Thus, your cultural encounter was momentary, only lasting a few minutes.

Imagine how many people from other cultures we meet in such a way. Many! We encounter them, but in some cases we do not have a lot of time to get to know them. In other cases we might know some facts about people from other cultures and think "So, yes, he/she might be such a person, because people from this country are...".

As we previously mentioned, to gain an understanding of other cultures and other people and to gain a feeling of acceptance we need to encounter others.

However, cultural encounters are far from a happy-go-lucky and smooth process as encounters can also bring out inequalities and exclusion, cultural conflicts and discrimination, as well as cultural stereotypes and prejudices (Otten, 2003, 2012; Moate, 2011; Shaules, 2007).

Most importantly, this can also come from our side. We should thus be conscious of the cultural stereotypes and prejudices we have and how they shape our thinking and our interactions with people from other cultures. We also should be conscious about stereotypes and prejudices other people have about us and try to break these stereotypes and prejudices.

ASK YOURSELF

Everyone is prejudiced and uses stereotypes.

Do you see any prejudice and stereotype in the story you wrote about the person you choose?

Everyone also can use prejudices and stereotypes when they meet other people: about gender, about culture, about languages, etc.

The difficult part is that with stereotypes and prejudices is that we put people into boxes and expect people to be this or that way.

Stereotypes and prejudices are interrelated concepts that affect our perception of people and intercultural relations. Intercultural learning aims to help to identify stereotypes and prejudices in one's own and in other people's behaviour, to understand how they function and to take conscious steps towards breaking them (Sandu, Lyamouri-Bajja, 2018).

PRACTICE

Watch these videos:

Video: Stereotype defined — YouTube URL: https://www.youtube.com/watch?v=r_Uer9LgITc

Video: Prejudices | Explained | Anne Frank House — YouTube URL: <https://www.youtube.com/watch?v=lzEdSdvFLU0>

Read page 31-33 in the handbook All different- All equal (https://teachsurfing.com/wp-content/uploads/2026/05/2016_Education_pack_all_different_all_equal_en.pdf) (until Linking the images and their effects).

Now copy below questions in your notebook and answer them:

1. What are stereotypes and prejudices?

2. What are the similarities and differences among both of them?
3. Why do we have stereotypes and prejudices about other cultural groups?

While stereotypes are cognitive structures and prejudices are attitudes based on value judgments, discrimination refers to behaviour.

All three aspects are interrelated:

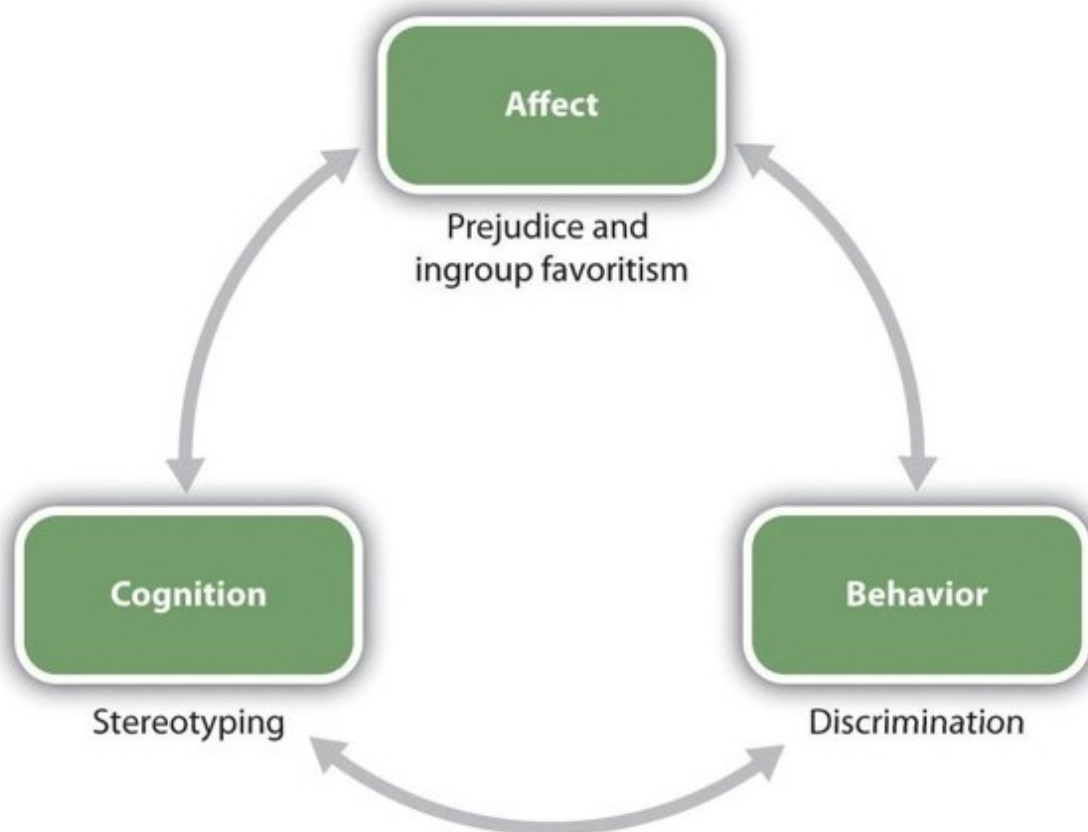


Figure 14 - source https://saylordotorg.github.io/text_principles-of-social-psychology/s15-stereotypes-prejudice-and-disc.html

In other words, discrimination means that our prejudices turn into action. Discrimination is an unfair behaviour towards the members of a group based on the prejudices that exist towards that group. There are different types of discrimination (Sandu, Lyamouri-Bajja 2018):

DIRECT DISCRIMINATION	INDIRECT DISCRIMINATION	STRUCTURAL DISCRIMINATION
Policies and behaviours that intentionally differentiate by cultural belonging and harm certain groups.	A standard that apparently is neutral, but in fact the ones who use it are aware that a specific group cannot conform to the standard; for example, a	A complex form of discrimination in which the state institutions and structures fail to provide adequate services and equal

	certain dress code that is either too expensive for some socio-economic groups or is not in accordance with their religious practices.	opportunities to people because of their cultural belonging.
--	--	--

Intercultural learning challenges and rejects discrimination in all its forms and affirms pluralism (ethnic, linguistic, religious, economic, gender, etc.).

Moreover, the European Court of Human Rights has recognised that pluralism is built on the genuine recognition of, and respect for, diversity and the dynamics of cultural traditions, ethnic and cultural identities, religious beliefs, artistic, literary and socio-economic ideas and concepts, and that the harmonious interaction of persons and groups with varied identities is essential for achieving social cohesion.

Therefore, in order to stop discrimination, we should primarily break stereotypes and prejudices.

READ & REFLECT

Read the short text written by Sandu, Lyamouri-Bajja (2018) "How to break stereotypes" (https://teachsurfing.com/wp-content/uploads/2026/05/2016_Education_pack_all_different_all_equal_en.pdf), pages 26-27.

Now copy below questions to your notebook and answer them:

1. How can we break the prejudices and stereotypes we have?
2. How do you deal with prejudices and stereotypes you hear around you?
3. How do you usually break stereotypes? Are you satisfied with it?
4. Which of the 6 examples of how we can break stereotypes you would like to use more often? Explain why.

Unit C.1.4 Knowing Culture Shock and Its Effects

What would be the differences between cultural encounters and culture shock?

PRACTICE

Find out the differences between cultural encounters and culture shock.

Search for any information about it on the internet (text, videos, lectures, dictionaries etc.), search for some examples and try to identify the differences – at least three of them – among these two experiences we might have with other cultures.

Write down 3 differences among cultural encounters and culture shock and give some examples that illustrate these differences.

While living abroad, have you ever asked yourself, why you can feel so bad, with everything appearing pointless, and yet one week later you can be completely excited about your life and the things that are going to happen? If answered yes, you could be experiencing culture shock.

Culture shock is an entirely normal experience we face in another culture, especially if we have encountered it for the first time. It is usually unavoidable, but doesn't reflect badly on us.

Culture shock is a normal reaction to a new environment where you are no longer in control, as you have been at home.

Do you remember Matilde's experience of a cultural encounter? We could say that in that situation she experienced some culture shock. We may experience a range of emotions when integrating to a foreign culture, from excitement and interest to frustration, depression, and a fear of the unknown.

READ & PRACTICE

1. Read this text (<https://www.youthreporter.eu/de/beitrag/are-you-depressed-or-are-you-just-experiencing-the-culture-shock.14813/>) and find out more about culture shock.

2. Make a visual poster of the stages that present culture shock and present it to another person: You can choose whom you will present culture shock to: to your friends, or another learner by posting it in the Culture shock poster exchange forum (<https://evelp.teachsurfing.org/forums/forum/culture-shock/>), or maybe someone who is now experiencing culture shock.

The poster can be very visual, with some words, drawings, etc. Be creative and think about your audience – they should be interested in what they see in the poster.

For creating a poster, you can try out some visual tools that are free, for example: [canva.com](https://www.canva.com), [padlet.com](https://www.padlet.com) or any other tool you know.

Below some questions that will help you to create the poster on the stages of culture shock:

1. What is culture shock?
2. What emotions do we experience during culture shock?
3. What is the recovery period after arriving in a new culture?
4. What are the stages of culture shock?
5. How to overcome culture shock?

3. Write a short piece of feedback (no more than seven sentences long) on what you have learnt about culture shock, then present your poster to a fellow learner.

WHAT ARE THE EFFECTS OF CULTURE SHOCK?

People differ greatly in the degree to which culture shock affects them, but almost everyone is affected by it in one way or another.

Feelings can vary, but can include (Simon Fraser University, 2020):

- boredom;
- withdrawal (e.g. spending excessive amounts of time reading; avoiding contact with host nationals);
- feeling isolated or helpless;
- sleeping a lot or tiring easily;

- irritation over delays and other minor frustrations;
- suffering from body pains and aches;
- longing to be back home;
- unduly criticizing local customs or ways of doing things.

ASK YOURSELF

If you would look into your life, what would you say? Copy these questions into your notebook and answer them:

1. Have you experienced culture shock in the new country you arrived in? If yes, have you experienced all stages?
2. How did you deal with them? Who/what was helping you with culture shock?
3. If you haven't experienced culture shock, what/who helped you to not experience it?
4. What would be your tips to others, how to overcome culture shock?

WATCH

1. Watch the animation "The lost thing" (2010) by Shaun Tan:

Video: "The lost thing" (2010) by Shaun Tan

YouTube URL: <https://www.youtube.com/watch?v=rpak6ktsux4&list=PLwb6v0GSOGYAPSzoT1kg0fkNjYigbbtXM>

2. Copy these questions in your notebook and answer them:

1. Who and when exactly experienced culture shock in this story?
2. How have you recognized it?

Unit C.2 Learning Goals — Communication Skills

(This page requires login on the platform)

- Unit C.2.1: Learn about positive and intercultural communication and its different styles
- Unit C.2.2: Start to think how you can adopt positive and intercultural communication in your workshop

Unit C.2.1 Communication Styles, Positive Communication, & the Role of Communication in Building Solid Relationships

To understand what communication is, in this unit you will learn about different communication styles, positive communication, and the role of communication in building solid relationships.

Have you ever thought of the many different ways in which people greet each other? Hello, Ciao, Bonjour, Hola, Salam, Nín hao, Hujambo, Howdy. The list goes, of course, goes on and on.

No matter where you are in the world and what your purpose is, you will always need to communicate with other people. We are inclined to think of communication in terms of "right" or "wrong", meaning that we have predefined expectations about what is and what is not appropriate when communicating with others. According to Australia's Better Health Channel, communication is "the transfer of information from one place to another" and within relationships, it "allows you to explain to someone else what you are experiencing and what your needs are" (Victoria Department of Health & Human Services, n.d.).

Communicating is not just a detail but an essential part of our life! It can be useful to think about communication as a complex phenomenon going beyond the act of speaking. Alice Stott's framework (2018) sees communication as made of the following components:

- Physical: How a speaker uses their body language, facial expressions, and voice.
- Linguistic: The speaker's use of language, including their understanding of formality and rhetorical devices.
- Cognitive: The content of what a speaker says and their ability to build on, challenge, question, and summarize others' ideas.
- Social and emotional: How well a speaker listens, includes others, and responds to their audience (Stott, 2018).

We can conclude that communication is a process influenced by many different aspects of a person's life and character. Being aware of this process, and of the differences in communication mechanisms between people, is key for ensuring effective communication with other people.

In other words, there can be no communication without other people – it is a reciprocal process. Active listening is important for communication because it makes people feel that we are providing a safe and accepting environment for them to open up and express themselves freely.

What active listening IS and IS NOT? [40]

Active listening IS:

Silent presence – we listen and make eye contact, giving them the feeling that we are there and listening

Summarizing – we only summarize what we think the person has said to make sure that we understood them or ask questions only if we didn't understand something

Focusing on the essential – not asking different questions to satisfy our curiosity but only to clarify feelings, needs, values, etc.

Being aware of what is going on with a person – e.g. trying to feel what they are feeling (in other words, empathizing)

Active listening IS NOT:

Giving advice – "You should take this job, it is a good job."

Interrupting the person by telling your own story – "Yes, this is just what happened to me and I..."

Questioning – asking questions that don't have anything to do with a person's feelings and needs, e.g. "And what did he say then? What happened next? Are you sure, is this really what happened?"

Pitying someone – e.g. "Oh, poor you..."

READ & REFLECT

Read different definitions of communication and pick the one that you would use to define communication:

A) Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour [37].

B) Communication is a one-way process whereby an individual states their thoughts and ideas independently of other people's reactions [38].

C) Communication is a system, such as mail, telephone, or television, for sending and receiving messages.

D) The transfer of information from one molecule, cell, or organism to another, as by chemical or electrical signals or by behaviours.

On your personal notebook, write the definition you have chosen and explain in 2-3 sentences why have you picked this particular definition.

We might be inclined to think that communication is primarily about speaking and presenting our points of view, but in reality it has largely to do with listening respectfully and fully to the person we are speaking with. A lack of active listening from our part can lead to miscommunication, in other words, a failure to positively and effectively communicate with one another.

WATCH

Watch this video:

How miscommunication happens (and how to avoid it) — Katherine Hampsten

YouTube URL: <https://www.youtube.com/watch?v=gCfzeONu3Mo> — Channel: TED-Ed

After this video, would you still select the same definition of communication? Write your answer in your personal notes.

We have seen that effective communication happens when the exchange with the other person is positive (this could mean, for instance, that we manage to send our message across, or that the other person reacts positively to our message). The concept of non-violent communication (NVC) developed by Marshall Rosenberg [39] can help us better understand what positive and effective communication is about.

It introduces the notion that we all have feelings and needs behind our communication with others. The "outcome" of the communication (whether we will get in conflict with the other person or not) depends on whether our needs are met or not.

WATCH

Watch this video to get an idea of NVC:

Nonviolent Communication Part 1 Marshall Rosenberg

YouTube URL: <https://www.youtube.com/watch?v=-dpk5Z7GIFs> — Channel: Urban Computing design

Communication styles

One thing we need to remember is that the way each one of us communicates is unique, as we all have styles of communication based on different factors; our culture, language, society, age, gender, religion are some of the elements which affect our communication styles.

It can be useful to learn about different styles because we might need to adapt our personal style depending on the specific situation we find ourselves in and who we end up speaking to.

Gudykunst and Ting-Toomey identified several communication styles:

Communication Style	Description
Direct style	Language is precise and straightforward. Words like "absolutely" or "certainly" or "no" are often used to convey positive or negative intentions.
Indirect style	Language is imprecise and less straightforward. Words like "maybe" or "perhaps" are used and more attention is placed on not hurting other people we speak to.
Elaborate style	A rich, expressive language, which uses a large number of adjectives describing a noun, exaggerations, idiomatic expressions, proverbs and metaphors. Mainly used in cultures of the Middle East such as Iran, Egypt, Lebanon and Saudi-Arabia.
Exacting style	The speaker just uses those words which describe exactly their intention. No additional words or paraphrases are required. This style is more typical of cultures from mainly North America and Northern Europe.
Personal style	Both speaker and listener have the same rights and both use the same language patterns. This style is informal and differences of age, status or

Communication Style	Description
	gender do not lead to different language styles.
Contextual style	Based on a hierarchical social order and formality is essential.
Instrumental style	Speaker and listener are clearly differentiated. When you speak with this style, your priority is to change the other person's opinion and to convey your message. The speaker becomes an "agent of change".
Affective style	The roles of speaker and listener are integrated and interdependent. The speaker is not only expected to transmit his or her message, but at the same time to be "considerate about others' feelings". When you use this style, you pay attention to the feelings and opinions of the other person.

READ & REFLECT

The communication style exercise

1. Read the brief communication examples:

Style 1. Speaker A to listener B: Close the door, it's cold!

Style 2. Speaker A to listener B: It's rather cold, would you mind if I closed the door?

Style 3. Speaker A (18 years old) to listener B (60 years old): Pass me the butter please.

Style 4. Speaker A: I think red is a very ugly colour. / Speaker B replies: I quite like it, it reminds me of my mother who passed away. / Speaker A in reply: Aw, I see, sorry if my statement hurt your feelings.

2. What type of communicating person are you?

Try to write in 3 or 4 sentences which of the above-described styles corresponds to yours, and why. Do you recount instances when you felt you had to adapt your communication style because the specific situation required it?

- Which elements was I focusing on while describing the object?
- What are the similarities and differences in our ways of describing things?
- What knowledge from Theme 1 did we apply in order to describe our objects?
- Write your answers on your personal notes.

Although it is useful to learn about different communication styles, it is also very important to remember that we cannot possibly always use the same style. Because communication is context-specific, in order for it to be effective and positive, we need to learn to adapt our communication style depending on our interlocutor, and on the specific setting. For instance, it might be regarded rude to use a very direct style when talking to an older student you are tutoring.

We can conclude that communication is most effective when it is clear, respectful of other people's styles, non-judgemental, and adaptable to different interlocutors and contexts.

ASK YOURSELF

- Do you communicate in the same way if your interlocutor is a man or a woman? If he/she has a high/low position in society? If he/she is younger or older?
- Do you always take time to analyse the language of the person you are speaking with (verbal and non-verbal) in order to act in the best way to make him/her feel at ease?
- If you do not understand a behaviour do you take time to ask your interlocutor to explain it to you?
- When conducting your workshop in your community, what communication style would you adopt? And why?

Unit C.2.2 Intercultural Communication & How to Implement It in Your Workshop

Communicating positively and effectively during encounters can be quite a challenge if your interlocutor's cultural background is different from yours, especially when you do not know very much about their cultural and social behavioural norms. It's a bit like having to learn to communicate all over again, just as when we were children.

Communicating with people from other cultures can be hard, not just because their language might be different from ours, but because different cultures have different approaches to communication.

Of course we cannot possibly learn all the cultural approaches of the world, but surely we can be aware of this diversity and try to be careful and respectful that our communication is not unclear or – worse – offensive.

If you are a globetrotter, have moved to another country, or if you would like to become a tutor, being able to encounter and communicate with people from other cultures will be of fundamental importance. The fact is that communication goes beyond language and words.

Even if you fluently speak the same language of your interlocutor, misunderstandings and clashes are always a small step away. Communication is made of a series of social and behavioural norms and values which dictate the way in which people address and speak to each other. Being aware of these norms and values might be the only way of communicating effectively.

The meaning people attach to messages and experiences depends on the culture they belong to (SPENCER-OATEY, What is culture?, GlobalPAD, 2012, p.12).

Individuals from different cultures have different ways to convey a message and to interpret it: they do it according to cultural communication codes and through verbal as well as non-verbal communication. Intercultural communication describes a situation in which two people with different cultural communication codes communicate.

So, what is intercultural communication?

Intercultural communication is the verbal and nonverbal interaction between people from different cultural backgrounds. Basically, 'inter-' is a prefix that means 'between' and cultural means... well, from a culture, so intercultural communication is the communication between cultures.

Sometimes, this is used to describe a single person trying to interact in a foreign environment but more often it is a two-way street, where people from both cultures are trying to improve their communication.

Intercultural communication is targeted at allowing for positive and productive interaction with a person you encounter.

You are not joining this culture, you are not becoming a member of another society, you are not abandoning your own culture.

That would be assimilation and that's not what we're after.

This definition of intercultural communication emphasizes a very important characteristic: we are not after assimilation. Nobody requires you to sacrifice your cultural values and communicative norms.

On the contrary, the more cultural diversity is accepted, the better and richer communication will be.

READ & REFLECT

Intercultural communication skills checklist [41]

Read each of the strategies and techniques for communicating effectively across cultures included in the List below.

Summarize frequently

- Confirm and reconfirm your understanding and intentions at every step in the dialogue.
- Use big, bold signposts to tell people where you are going.

Aim for dialogue, not debate.

- If your counterparts are unwilling to negotiate, aim for a better understanding of each other and establish a positive relationship, without pressuring others to change their own views.
- Identify common goals and develop a shared perception of equal status.

Be structured and clear.

- Say exactly what you mean and mean exactly what you say.
- Structure your language in a clear and logical way with one idea per sentence.
- Be realistic about what you can achieve.

Invite feedback; don't just expect it.

- Ask how people are doing and make sure that they have understood you correctly.
- Look for covert or hidden signs of disagreement.
- Watch out for suggestions that are really requests.

Use questions effectively and often.

- Use simple, straightforward questions.
- Make sure that the answer you get is the answer to the question you asked.

Stay positive.

- Keep your language positive, constructive and optimistic.
- Use tone and tempo to stress the important information.
- Build in pauses for understanding.

Adapt your language to that of your counterpart.

- Try to evaluate your counterpart's language competences and do not overestimate it.
- Keep your sentences short and simple.
- Avoid idioms or sarcasm and be careful with humour.

Make sure your verbal and non-verbal communication go hand in hand.

- Make sure that your body language mirrors your spoken language: all communication channels need to reinforce the same message.
- Be yourself, and use body language that is natural to you.

Know yourself to know others.

- Identify and keep the response you want from the communication in mind.
- Be aware of your stereotypes and communication styles – and the way in which you may come across to other people.

Now copy the table below in your notebook. Then in front of each strategy write down some specific behaviors that describe how you can put each strategy or technique into practice, especially thinking in the context of conducting your workshop.

Strategy title	How to put in practice
----------------	------------------------

Summarise frequently	
Aim for dialogue, not debate.	
Be structured and clear.	
Be open and friendly.	
Invite feedback; do not just expect it.	
Use questions effectively and often.	
Stay positive.	
Adapt your language to that of your counterpart.	
Make sure your verbal and non-verbal communication go hand in hand.	
Know yourself to know others.	

What about intercultural communication when tutoring other people?

If you got to this stage of the Chapter on intercultural communication it means you are interested in making the most of your communication skills. Let us now try to imagine the specific situation of tutoring people from different cultural backgrounds. In particular, try to imagine what it means to conduct a workshop with people from different cultural backgrounds.

In Chapter A you learned how to identify and boost your skills and competences in order to transfer them to other people. You also learned how exciting it can be to inspire other people through your personal experience and knowledge.

It won't come as a surprise to you at this stage, but all the principles and techniques you have learned so far with this course – especially intercultural communication skills – will be very helpful when tutoring and giving a workshop in your community. If one of your students comes from a different culture, it will be very important for you to reflect on this difference, ask yourself how you can both find common ground for communication while being respectful of both cultures and styles.

Let's find out how!

To start with, did you ever ask yourself what all successful tutors have in common?

The answer is, well, several things. Educator and teacher Set Linden has some important advice in this sense, which can be applied regardless of the cultural background you encounter when tutoring:

1. Successful tutors are able to build strong and personal relationships with their students (in other words, they empathize)

As a tutor, you represent a category which is neither that of a parent nor that of a teacher. This is good news, because you are able to build a type of relationship with your students which is less

formal and vertical. Personal relationships which act on horizontal information-sharing are fundamental to make the learning experience smoother and (let's be honest) more exciting.

Here are some tips you might wish to follow in your tutoring:

- Personalize the learning experience.
- Connect your tutoring to the student's personal interests.
- Emphasize the student's strengths.
- Minimize their weaknesses.

2. Successful tutors are able to listen in an active way (sounds familiar?)

The one key word is – as often the case – LISTEN. You can listen with your ears of course, but try to extend your listening by doing so with your eyes as well. In other words, listen to what the student has to say, but also observe their body language to understand how the student is feeling and whether you need to adapt your tutoring style to increase their confidence and make them feel comfortable as they learn.

You will be surprised to notice that you can learn a great deal from your students! Don't miss out on this opportunity.

3. They have specific content expertise (of course, you need to know what you are talking about!)

This might sound obvious to you, but there are many people out there tutoring about topics they are not truly familiar with. As a result, the learning experience ends up being pretty empty for the students. In Chapter A you learned how to identify your skills, and what you need to do in order to continuously improve them. There is no end to learning and self-improvement. Here is the main message: as a tutor, you are first and foremost, a learner.

Build expertise by accepting your knowledge gaps and try to fill them by asking questions, talking to other people/experts in that field, and of course by putting your knowledge into practice.

Your students will thank you.

Encourage intercultural encounters and intercultural communication during your workshop

You came to the end of this Chapter that has invited you to look closely into culture(s), identity(ies), relation of cultural knowledge and cultural encounters, and encouraged your awareness on the complexity of intercultural learning and intercultural communication.

Both Units invited you to think about your workshop as a space where different cultural encounters among people from different backgrounds (including you) will take place, and where communication among you and local people will play an important role.

Since the workshop you will implement will become the intercultural space, we encourage you to prepare yourself and others for the intercultural encounters and learning with the following tasks.

ASK YOURSELF

At the end of Chapter C Unit 1.2 you had a task to think on the following questions and write your answers in your personal notebook:

- What encounters with local people do I expect in the workshop?
- How do I feel when I think about this encounter?
- What is important to do in the workshop that so that encounters will happen in a positive way?
- What do I want to learn from these?

So, come back to the answers you wrote on your personal notebook. What would you add to your answers after Unit 2 of this Chapter?

Answer these questions:

- Which communication styles should be important for me as a tutor of the workshop?
- Which intercultural communication skills should I use in my workshop so that encounters will happen in a positive way?
- Think about arguments. Why did you choose these?

READ & REFLECT

Look into Arabic language and culture workshop description created by Khaled Khudr and answer below questions:

- Identify, where will intercultural learning and communication happen? What do you think, how intense will it be?
- What communication styles and intercultural communication skills did Kahled Khudr plan to use in this workshop?
- What would you add in your workshop from Kahled's example? (look into answers you wrote)
- Would you add something else in relation to intercultural learning and communication in this workshop description?

COMMUNITY PRACTICE

Share ideas on how you will enable intercultural learning/encounters/communication in your workshop and compare with the ideas of other learners.

1. Share your thoughts on intercultural learning/encounter/communication on the Arabic language and culture workshop description created by Khaled (for sharing you can follow the given questions);
2. Share your thoughts on how you will enable learning/encounters/communication in your workshop:
 - What encounters do you expect in the workshop?
 - What communication styles/strategies will you integrate in your workshop, etc.?
3. Listen to your fellow learners' answers to questions 1 and 2, then answer this question:
 - What similarities and differences do you see? What aspects should you be aware of?

Quiz Chapter C

Test your understanding with the following questions.

Question 1 of 3

What are the aims of intercultural learning?

- challenging and rejecting discrimination in all its forms
- resolving global challenges and to build a just, inclusive society, where people with different backgrounds live peacefully together

- helping to cope with culture shock
- leading to social transformation, so that people can see cultural differences as positive things

Question 2 of 3**What are the characteristics of communication?**

- Communication is only about physical attitudes (e.g. the way you move and use your body when speaking to others).
- Communication is highly affected by both personal and cultural factors and the society we live in.
- Communication is a complex process made of different elements including physical, linguistic, cognitive, social and emotional factors.
- Communicating is about speaking to others more than listening to what they tell us.

Question 3 of 3**What intercultural communication skills are associated with conducting your workshop?**

- Listening to others
- If the person is not interested, adopt a "it is not my problem" attitude
- Understand cultural differences
- Empathise
- It is OK to teach even if you are not very confident about your knowledge
- Know what you are teaching
- Be curious
- What matters is verbal communication, non-verbal communication is of minor relevance

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CHAPTER D - DEVELOP YOUR MARKETING AND NETWORKING SKILLS

DEVELOP YOUR MARKETING AND NETWORKING SKILLS

In this chapter you will learn how to use social media, find host organizations, promote your workshop, and build your personal brand.

Unit D.1 Learning Goals — Advertising Your Workshop

(This page requires login on the platform)

- Unit D.1.1: Use social media in your VE journey in order to engage people
- Unit D.1.2: Find & communicate with host organisations (3 phases)
- Unit D.1.3: Promoting your workshop to the public

Unit D.1.1 Use Social Media in Your VE Journey in Order to Engage People

COMMUNITY PRACTICE

- What is the most exciting thing you want to learn about social media?
- Do you use social media? If so, what do you use it for?

Discuss your answers in your learning community.

Social media represents tools, websites, applications and they are all great for sharing, creating, content, videos, ideas, pictures.

OBJECTIVES

The first step in our VE journey through social media is to set our objectives.

ASK YOURSELF

Please write in your notebook what would you like to achieve with your workshop and how can social media help you achieve this?

For example:

- By the end of the first month of my VE journey, I would like to have 25 participants in my workshop. Social media can help me to attract this number of participants.
- For a period of one month, I will create at least one post each week about Arabic culture in order to increase interest and to raise awareness about other cultures.

TARGET AUDIENCE

The second step is to determine the target audience for your workshop. Your target group is the intended audience for your workshop. The more you understand about the individuals in that target group, the better you'll be able to tailor your messages.

ASK YOURSELF

Write down some ideas on how you use social media to reach out to different target groups that you identified for your workshop. For example, if your target audience are young people between the ages of 18 to 25, you should promote your workshop on Instagram or TikTok. If your target group are young people between the ages of 35 to 45 who are interested in economics, you should target them on LinkedIn.

CHANNELS

The third step is to select the social media channels you will use. You can use one or multiple channels to promote your workshop. In order to use multiple channels you need to correlate them. Understanding your target group implies understanding which channels they're more inclined to use. Once you've done that, we can then move on to identifying the networks and channels to market and get your message across. It's important to know that different channels are right for different target groups.

Channel	Description
Facebook	Facebook lets you communicate your message through many different mediums.
Twitter	Twitter is fantastic to get a trend going by monitoring the hashtags.

Channel	Description
Instagram	Instagram works with images that stand out. A good image on Instagram is one that prompts a bit of humor – something funny or a bit unusual.

MESSAGE

The fourth step is the message itself – you need to think about what you want to tell your audience about the workshop. When developing content you keep in mind the following things:

- The topic of your workshop
- Relevance, according to the needs of your community
- Style – it should be consistent
- Reflection – assessing and defining the strength

Consider: Is that content piece strong? Would other people like it?

Format	Description
TEXT	When we talk about text, it's relevant to understand whether your target audience is going to read that information while they're travelling or while they're at work; this will help you to frame your message efficiently. If you want to communicate a full description of your workshop, a blog post may be best suited, but if you want to give updates on the location of your workshop, a Facebook post is more suitable.
AUDIO	These days, the audio format is common in the form of podcasts. If using audio, it's important to take into consideration that your audience will most likely be doing something else while listening to your promotion podcasts or your demo workshop.
IMAGE	Images are best for grabbing instant moments. Whether it's expressing happiness or some other emotion, images capture those moments perfectly. You can use CANVA (canva.com) with layouts and templates.
CANVA	CANVA (canva.com) with layouts and templates.
VIDEO	Video is a fantastic form of communication if you want people to feel an experience, if you want to tell a story about yourself or about your workshop, if you want to take people on a journey with you about the topic of your workshop. In these situations it is best to use a video. Videos shouldn't be too long (30 seconds to 2 minutes) to have an impactful view on your audience.
PRESENCE	The last stop in our VE journey through social media is managing it. Taking in consideration all the information that's going around the world every 60 seconds, managing is the key to a successful promotion of your workshop. Consider: What kind of frequency are you going to use? Are you going to post every hour, every couple of hours, or every day? What kind of tools are you going to use? Tip: Decide who will be responsible for managing the promotion of your workshop.

Format	Description
	Decide when updates will be made. Analyze the results, reflect, and improve.

READ

As further readings we recommend:

Social media playbook [1]: <https://www.gov.uk/guidance/social-media-playbook>
<https://www.gov.uk/guidance/social-media-playbook>

HOW TO START BUILDING A NETWORK?

In order to get the most out of your network, you need to think: what are the outcomes you want to achieve from this opportunity? They could include a partnership offer or increased visibility. Prioritising these goals will help you to understand who might be most useful for you in the process. Think "quality over quantity" when building a network and focus on relationships of value as well as connecting over a common context.

How to start? Seek out someone:

- you've met in a professional context who impressed you
- you think you could learn from / who organized a similar workshop
- you used to work with and respected

Find out where they are most active professionally, e.g. LinkedIn, Instagram, or Twitter, and reach out. Avoid the default invitation message – add a brief personal note to your invitation.

Hi Anne, I saw your organization is very active in the field of [...] and was very inspired. I would like to offer a free workshop for your community on the topic of <topic>. I am happy to adjust my workshop content based on your interest and preferences. I am looking forward to hearing from you.

Thanks, Sarah

ASK YOURSELF

Now take a few minutes to go to LinkedIn, Twitter and/or Instagram and see if you can identify the following and write the answers to the questions in your notebook:

1. Which hashtags or topic labels are frequently used by people in the field of your workshop?
2. What are some groups, pages or online events/activities where people are active in the field of your workshop?
3. Which three to five people seem to be influential and active in the field of your workshop?

BRANDING YOURSELF WITH CANVA

The brand's personality is an element that helps people identify with it; it helps them decide whether or not they would like to join you.

Different fonts evoke different emotions, so you want to make sure your font fits your brand. Finding the right font comes back to understanding what you want to communicate, who you are and why you're communicating in this way. For example: IKEA has all caps to submit their position as a powerhouse and because it is an acronym [10].

The brand voice is how your brand is expressed through language.

Tip: Always read what you've written out loud to test whether it's something someone would actually say.

Semiotics plays a huge part in color. Color has a really big impact on your brand. For example: blue conveys safety and security – it's used for finance, insurance. Red conveys excitement and stimulates hunger, and it's used by so many fast food brands.

WATCH & PRACTICE

Here you can see a video on how to use CANVA for beginners:

Video: How To Use Canva For BEGINNERS! (Canva Tutorial 2020)

YouTube URL: <https://www.youtube.com/watch?v=zJSgUx5K6V0> — Channel: Ziovo

Create in CANVA an instagram post about your culture. Take in consideration the fonts, the colours, and the voice.

ASK YOURSELF

Write your answers in your notebook:

1. What did I like in this theme?
2. How satisfied I am with my social media skills?

Unit D.1.2 Find & Communicate with Host Organisations (3 Phases)

The next part of your journey is promoting your workshop to different groups of people, each with their own specific objective. Here you will learn how to promote your workshop to a Host organisation who will help you organise it. Once you have found the Host organisation and made the necessary arrangements, you will learn how to promote your workshop to your target audience to increase attendance. Finally, after conducting your workshop, you will learn how to create a story for post-promotions. You can think of this part of your VE journey as bringing your workshop one-pager from an idea to reality.

The first part of the promotions phase is identifying and finding Host organisations to whom you could propose your workshop to. These are organisations who would find value in your proposal – who have a teaching need that would match your teaching skill, plus the necessary network and resources to mobilise it.

When we say "identify," it could be through different sources. A quick win is to go back to your network exercise in Theme 1 of this chapter. When you were researching and looking for different profiles in social media and building your online network, did you encounter people, organisations, and new professional insights and ideas? Hopefully, yes.

ASK YOURSELF

Recall your workshop proposal one-pager.

What were your objectives? What teaching skill did you want to turn into a workshop? Recall the people and organisations that were professionally aligned to your objectives during your network activity.

Write them down. For example, professionals and their organisations, groups and associations that were related to your work interest, or even shared connections that you found through LinkedIn and Twitter.

To further help you in promoting your workshop to Host organisations, we will outline three different phases that will help you easily find a matching Host organisation and connect with them so you can start organising your workshop.

Phase 1: Search for Host Organisations

ASK YOURSELF

Ask yourself the questions below and write your answers down in order to make sure you find the best matching Host:

- Where do you wish to offer your workshop? (neighbourhood, city, travel destination, online)
- With whom are you most motivated to share your knowledge? (children, students, professionals, entrepreneurs, etc.)
- Who is actually interested in learning from you? (assess real demand, not just your motivation)

Now that you are clear about your workshop location, target group and assess the knowledge demand, it's time to build or expand your network of people and organisations around that topic.

HOW TO START BUILDING A NETWORK

In order to get the most out of your network, you need to think: what are the outcomes you want to achieve from this opportunity? They could include a partnership offer or increased visibility. Prioritizing these goals will help you to understand who might be most useful for you in the process. Think "quality over quantity" when building a network and focus on relationships of value as well as connecting over a common context.

How to start? Seek out someone:

- you've met in a professional context who impressed you
- you think you could learn from / who organized a similar workshop
- you used to work with and respected

Find out where they are most active professionally, e.g. LinkedIn, Instagram, or Twitter, and reach out. Avoid the default invitation message – add a brief personal note to your invitation. You could use this opportunity to say a few words of greeting and why you'd like to connect, for example:

Example message: "Hi Anne, I saw your organization is very active in the field of [...] and was very inspired. I would love to connect and see if there are opportunities to collaborate. Thanks, Sarah"

ASK YOURSELF

Now take a few minutes to go to LinkedIn, Twitter and/or Instagram and see if you can identify the following and write the answers to the questions in your notebook:

1. Which hashtags or topic labels are frequently used by people in the field of your workshop?
2. What are some groups, pages or online events/activities where people are active in the field of your workshop?
3. Which three to five people seem to be influential and active in the field of your workshop?

searching, reflect on your objectives:

- Where do you wish to offer your workshop? (neighborhood, city, travel destination, online)
- With whom are you most motivated to share your knowledge? (children, students, professionals, entrepreneurs, etc.)
- Who is actually interested in learning from you? (assess real demand, not just your motivation)

FIND WORKSHOP HOSTS

There are several avenues you can explore to find organizations interested in hosting your workshop:

Online Platforms: Utilize online platforms like VolunteerMatch, Idealist, or LinkedIn to search for volunteer opportunities in your area. You can often find organizations looking for volunteers to teach professional skills or language classes.

Local Community Centers: Contact community centers, libraries, or cultural centers in your area. They often host workshops and events for their members and may be interested in your expertise.

Schools and Universities: Reach out to local schools, colleges, and universities. They may have language departments, career centers, or adult education programs that could benefit from your workshop.

Nonprofit Organizations: Look for nonprofit organizations in your community that focus on education, language learning, or professional development. They may be interested in collaborating with you to offer workshops to their members or clients.

Networking Events: Attend networking events, career fairs, or community meetings in your area. Networking can help you connect with organizations or individuals who may be interested in hosting your workshop.

Social Media: Use social media platforms like Facebook, Twitter, or LinkedIn to find volunteering and educational groups and communities in order to promote your volunteer services and reach out to potential organizations directly.

By exploring these avenues, you can find organizations that are interested in hosting your workshop and make a positive impact in your community workshop and make a positive impact in your community.

Phase 2: Contact the Host Organisations

After all the preparation, you're now ready to work on making the first contact with a Host organisation. Writing a letter can be daunting, but here we will outline the steps to make it as easy and seamless as possible.

Before you start writing a letter of proposal, review again your workshop one-pager from Chapter B, where you have your most important workshop elements. Read through it and keep in mind the following: you want to write in a concise and personal manner and your workshop one-pager will help you filter through the information that you should communicate.

To begin writing, start with your audience in mind. Think of your letter as a bridge that will create a dialogue between yourself and the Host organisation. First impressions are very important. The initial letter then must be personalised, even thoughtful. How do you do this? Through showing that you've done your research by shaping your message to align with the Host organisation's work, community, and values.

WRITING TO HOST ORGANISATIONS

Adjusting your messaging is crucial. For example, if a Host organisation's teaching need is career development and your skill is in electronic engineering, you can instead offer to speak about your career path and inspiring projects you have done in your field. It all depends on your framing.

Lastly, writing in the Host organisation's country language is preferred. However, if you are unable to do so, you may also write them in simple English. Even if you are a native English speaker, modify and simplify your English for non-natives.

Based on the Host organisation list you created, you will be writing around 5-7 letters. This may seem like a lot, but sending to as many as possible ensures that you get a higher response rate and timely, sufficient feedback.

To put this into practice, below are some samples that you can refer to for writing your draft.

TEMPLATE

Dear Mrs/Mr <last name of the Host organisation contact person>,

I am very inspired by your organisation, as it's <some details you find interesting about the organisation>. I would like to offer a free workshop for your community on the topic of <topic>. The workshop title is <workshop title>. Please find a summary about my workshop

included below. I am happy to adjust my workshop content based on your interests and preferences:

<workshop summary>

Additionally, I am experienced in <Skill A>, <Skill B> and I can offer workshops on these topics if this is preferred.

I look forward to hearing from you.

Kind regards,
<your name>

EXAMPLE

Dear Mr. Müller,

I am very inspired by your organisation, as I would love to get to know the student organisations in Serbia. I would like to offer a TeachSurfing workshop for your community on the topic of coding hardware. The workshop title is 'Basic C coding on microcontroller MSP430'. Please find a summary about my workshop included below. I am happy to adjust my workshop content based on your interests and preferences:

"The goal of this workshop is to learn how to put C code on a Microcontroller. After a theoretical introduction to this specific Hardware, participants will write C code and program it on an MSP430 board guided by practical exercises."

Additionally, I am experienced in IT project management, rock climbing and German language and I can offer workshops on these topics if this is preferred.

I look forward to hearing from you,
Kind regards,
Felix

PRACTICE

Create the first draft of your letter using the information that you have from your workshop one-pager and the research that you did on the Host organisations: their background, teaching needs, and community. Include the most relevant information that would add value to your workshop offering. For example, knowledge of local language, additional skills that can make the workshop more informative and your unique experiences in the field.

COMMUNITY PRACTICE

Now that you have created your draft letter, you may need to revise it 2-3 times depending on the need. It will greatly help to get feedback from other learners to help you improve. You can share your experience, ask questions and also make recommendations to your fellow learners

Once you have compiled a list of your Host organizations, you can start reaching out with your workshop one-pager. There are several ways to do this. First, you may contact Host organizations over the online platform where you found them. Additionally, you can directly contact them through their contact information or social media.

Phase 3: Finalize Your Workshop Proposal One-Pager with the Selected Host

At this point, some of the Host organisations have come back to you and showed initial interest in hosting your workshop. If after one week the Hosts did not reply to you, consider that they might not have found time to reply due to other responsibilities in their organisation. Therefore we recommend you to send them a follow up message over the platform and kindly remind them to consider your proposal.

If a Host organisation confirms their initial interest in hosting your workshop, you should get an overview of the interests, needs, and the community of the organisation. This enables you to finalize your workshop one-pager considering their feedback and needs. We recommend you to set a personal or online meeting with the Host's representative. This is an important step in order to build trust and a personal connection with the Host representative. In the beginning of your introduction meeting, have a short personal introduction round, tell the representative about your personal motivation, and clarify the expectations of both sides. As the final step decide on the workshop language, location and number of participants together with the Host organisation. Below table explains these final 3 sections of the workshop proposal with examples:

The workshop proposal one-pager includes the following sections:

Section	Guidance
Workshop title	<p><i>Covered in Chapter A Unit 2.2</i></p> <p>Write the title in a descriptive and attractive way. When deciding on the title, think from the audience's point of view – what is their learning interest and why they should join your workshop? What is the unique knowledge and experience that you can share with them which they cannot find in books or on the internet?</p> <p>One way to write a catchy but comprehensive title is to divide your title in two parts: the main title and a one-liner explaining more about the workshop. Some examples of catchy titles are:</p> <ul style="list-style-type: none"> – “Career development workshop – an atypical career path in the field of IT” – “Syria through my eyes – introduction to Syrian culture and my journey from Syria to Germany” – “How to create a website using WordPress in 10 steps – hands-on

Section	Guidance
About the presenter	<p>workshop”</p> <p><i>Covered in Chapter A Unit 2.2</i></p> <p>Write one paragraph about yourself answering the following questions:</p> <ol style="list-style-type: none"> 1. What’s your name? 2. Give a short summary of your CV. 3. What is your cultural background and where are you from? – TeachSurfing workshops aim to bridge the cultural gaps through knowledge sharing. By offering a workshop you are not only sharing your knowledge but you become a representative of your culture and country. The participants not only learn new knowledge but get in direct contact with a person from a different culture and build openness for new cultures. 4. What experience makes you qualified to offer this workshop? List your study or work experiences related to the workshop. For example, if you are offering a workshop about renewable energy, mention where you gained this knowledge, for example, your education or work experiences related to this field. If you teach meditation, explain what kind of meditation and for how long you have been practicing. 5. Finally, what is your motivation to share your knowledge? Most presenters are passionate about a specific topic and they experience that certain communities do not have access to this kind of knowledge. This creates a strong motivation and desire to share their knowledge. Other people may have participated in a TeachSurfing workshop and became inspired to give back to the TeachSurfing community with their own knowledge.
Workshop summary	<p><i>Covered in Chapter A Unit 2.2</i></p> <p>our workshop summary shall include the building blocks listed below.</p> <ul style="list-style-type: none"> – Workshop objectives <p><i>New content:</i></p> <ul style="list-style-type: none"> – Theoretical section <p>Include a short section for theoretical knowledge in your workshop and focus mainly on sharing applied knowledge, such as practical real-life examples/projects and your unique story.</p>

Section	Guidance
	<p>– Interactive section</p> <p>Interactive activities and exercises will help participants to get engaged and learn by doing. Make sure to include an interactive part in your workshop. Some examples how to plan your workshop's interactive section are listed below:</p> <p>A) Include Q&A at the beginning, during and at the end of the workshop – your workshop can have a conversation format and before each session you can ask questions to engage the audience and after each session you can ask questions to get their feedback. In case your audience are new, diverse group who do not know each other and you have limited information about them, we recommend you to think about short activity that would help participants to know each other.</p> <p>B) Plan exercise(s) in groups, pairs, or on an individual level for instance if your are teaching your language and culture, invite other native speakers to your workshop and make small groups where the participants can practice their learned sentences together with the native speakers. Or if you are teaching about a specific hardware, bring some samples of the hardware to the workshop and help the participants to start programming the hardware.</p> <p>C) Take a case study from the participants to the stage – for example, if one of your workshop objectives is to support the participants in their job interview process, take one of the participants on the stage and run a live interview session with her. Afterwards, you can touch on some learning points and help the participants in general improve their interview skills.</p>
Target Group	<p><i>Covered in Chapter A Unit 2.2 and Chapter B Unit 3.2</i></p> <p>Who would you recommend to take part in your workshop?</p> <p>Are there any age restrictions or previous knowledge required?</p> <p>For example:</p> <ul style="list-style-type: none"> – Age 16+ – Participants should have basic knowledge in C programming including statements (if/else, while, for) and operators (==, <, !=, ++, &, , ~). <p>Here you should think about the content of the workshop and the characteristics of the participants. You can write about characteristics of your target group in relation to their learning styles introduced to you in Unit B.1.1 Knowing yourself as a learner. You can look through the description of each style of the test you conducted at the end of Unit B.1.1.</p>

Section	Guidance
	<p>For example: The workshop is suitable for all people who prefer practical tasks, who are confident to reflect, who are willing to gain new knowledge, who are keen to try out your ideas and so on.</p>
Required material	<p><i>Covered in Chapter B Unit 3.2.</i></p> <p>What do participants need to bring? What material does the Host need to provide? Examples: participants bring drawing blocks, pencils, usb-stick; Host provides projector and computer.</p>
Agenda	<p><i>Covered in Chapter B Unit 3.2.</i></p> <p>Include: Introduction (about yourself and your background, what makes you qualified) Theoretical section (list the main topics) Interactive section (present the interactive part)</p>
Date & Duration	<p><i>Covered in Chapter B Unit 3.2.</i></p> <p>If you don't know the exact times, put an approximate date. Average workshop length: 120 minutes. Examples: "Date to be determined, between 01.07.2023 to 10.08.2023. Duration: 2-4 hours. Start time: 4:00 pm." "Fixed date 27.07.2023. Duration: 2 hours."</p>
Workshop language	<p><i>Covered in Chapter D Unit 1.2.</i></p> <p>Decide on the language of the workshop: The best case is to offer a workshop in a language which is native to you and the participants. However, this is often not possible for TeachSurfing workshops. Therefore it is necessary to identify the best suited common language for you to present and for the audience to learn. Many times this is English or the language of the organisation's country. If you offer your workshop in a language that is native neither for you nor the workshop participants, you should consider the following:</p> <p>For you: It's natural to feel less comfortable with non-native languages while presenting. We recommend you to speak slower and reduce your content to have time for the slower presentation. This will make you feel more comfortable during the workshop.</p> <p>For the participants: Check if the Host organisation can bring in a translator. To decide whether you need a translator for your workshop or not, please consider the following points:</p> <p>–If you decide to have a translator, it is preferred to have a professional translator. The professional translator can translate quite accurately and in real time. This will ensure that the quality of your workshop is not compromised.</p>

Section	Guidance
	<p>–Consider that the time of your workshop will be prolonged do to the translation time. For example, if your workshop duration is 2 hours, when doing a workshop with a translator it would take 3 hours.</p> <p>–If the first or second language of the participants is not English, consider including more visualization and simplified content in your presentation and design simple interactive exercises in your workshop.</p>
Workshop location	<p><i>Covered in Chapter D Unit 1.2.</i></p> <p>Consider your workshop space requirements: number of participants, tables, chairs, boards, projector or computers when deciding on the location.</p>
Number of participants	<p><i>Covered in Chapter D Unit 1.2.</i></p> <p>Decide on and add the minimum and maximum number of participants that you would expect for your workshop.</p>

In addition to clarifying your workshop proposal (one-pager), clarify the below organisational formalities with the host organisation:

Time: Plan the time when you and the organisation's representative will meet in the workshop location. We recommend that both parties be present in the workshop location one hour prior to the start time and make sure you have access to the space one hour before the workshop. This time is important for setting up the space, checking the technical requirements, as well as to getting comfortable with the space.

Role: Discuss the availability and the role of the Host representative during the workshop. In the beginning of the workshop the Host organisation is responsible for receiving the participants and for introducing you to the participants. During the workshop one representative should be present for support, if needed, as well as to organise the workshop break time. At the end of the workshop they are responsible in spreading and collecting feedback forms for the workshop evaluation. This feedback will be used to support you in improving your workshop as well as for TeachSurfing to measure our social impact and outcome.

PRACTICE

With the new information collected from the host organisation:

1. Adjust your workshop proposal based on their feedback.
2. Add the final 3 sections "workshop language", "location" and expected "number of participants" to your workshop proposal.
3. Send the adjusted workshop proposal to the Host representative and get confirmation that it's fine with them.

Assignment D Finalize Your Workshop Proposal

Duration	30 minutes
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Use the 'Workshop Proposal One-Pager Overview' table in Chapter D.1.2 and the initial feedback collected from the potential host organisation to finalise your workshop proposal. Extend the content for each section and add the three new sections: workshop language, location and number of participants.

Unit D.1.3 Promoting Your Workshop to the Public

WHAT IS PROMOTION AND WHY IS IT SO IMPORTANT?

Think back to the workshops and events that you attended in the past. How did you learn about them? Was it through a social media post, a flyer, a friend's recommendation, or an email?

In each of these cases, news about the event was spread to a target audience through promotion.

But what is promotion and why is it so important? Promotion consists of the tools, techniques, and methods that will help you attract, create interest, and spread information about a product, service, or in your case, your workshop.

To start understanding promotion, this text from the Chartered Institute of Marketing (CIM) [7] <https://www.cim.co.uk/media/4772/7ps.pdf> gives a good overview and outlines a process on how to create a promotions/marketing plans. Integral to making a marketing plan are the 4Ps – a tool that identifies the most important aspects of it – which are:

Element	Description
1. Product	The workshop offering that you have, its Unique Value Proposition – what the target audience can learn and what sets it apart.
2. Place	Where the workshop will be offered, online or rather at a physical venue. Also, the circumstances surrounding the workshop dates, the context – for example, is it during a time where what you are offering is a skill underrepresented in the job market or something that could help people during a pandemic?
3. Promotion	How will your workshop be communicated to the target audience and via which social media channels.

READ & PRACTICE

1. First read page 2-7 of the CIM document on the 4Ps of marketing: <https://teachsurfing.com/wp-content/uploads/2026/05/7ps.pdf>
2. Then create the Unique Value Proposition of your workshop – one sentence that summarises what sets your workshop apart and what attendees can learn.
3. Afterwards, quickly identify the 4Ps of your workshop to help you in planning, strategising, writing, and designing graphics around your promotions. You can use your personal notebook to

document your answer.

HOW TO CREATE A PROMOTIONS PLAN

Creating a promotions plan is crucial, so you can spend your efforts only on what would give you the best results. Here are a few strategies to consider before you begin to post about your workshop:

1. Channels – there are a lot of online channels to choose from, the online space is crowded. Because of this, it is recommended to use appropriate websites and social media platforms that are aligned with your objectives. Consider creating event pages on Eventbrite, Facebook, and LinkedIn and sharing your event page/posts in groups on Facebook and communities such as CouchSurfing.
2. Timing – there are many ways to plan for timing. First, it refers to when you should schedule your posts or how detailed/advanced your posts should be. Starting ahead is safe to give you enough time to generate interest and create momentum – ideally a month before your workshop. Second, timing may also be the environment of when you will be promoting and having your workshop. Think about the context – what season will you have your workshop in? Is there a national issue you should consider? Are there important holidays during that time?
3. Communication – what sort of information is needed to promote your event? What should you write in the event page? What tone and language should you use to best speak to your target audience?

Social media is a powerful tool to reach your audience, to create pre-promotion and buzz around your workshop. Here are various channels and specific tactics:

Channel	How to use it for workshop promotion
1. Facebook	As a community platform you can create an event page, post about your workshop in your personal profile, and also share your event in relevant Facebook groups where your target audience may be present.
2. LinkedIn	As a professional platform you can do as with Facebook, though the tone should be less casual and more professional. If your workshop topic relates to professional development or skills, LinkedIn is a great place to promote it.
3. Instagram	Using your profile to post workshop graphics and videos through the main profile and through stories. You can also use hashtags to increase visibility and reach.
4. Twitter	Posting about your event with only 280 characters keeps it concise. Use hashtags and tag relevant accounts to extend your reach.
5. Eventbrite	This designated website is a good way of sharing your workshop by creating an event page. It is also searchable so people looking for events in a specific topic or location may find your workshop.
6. Communities	Community pages such as Couchsurfing have options to create event pages. Another way to reach people is through online forums and communities where your target audience is active.

GRAPHICS

After learning about the big picture strategy and much more defined social media tactics, you can now progress to learning more about the specifics – creating your posts. The primary objective of all social media posts is to catch attention and a fantastic graphic will help you do that.

If you have prior experience in working with design softwares such as Adobe Photoshop or Adobe InDesign, you may use this. In Unit 1.1, we recommended Canva as a simple online website to help you create visually stunning graphics. It comes with pre-designed templates, design element resources and a rich font bank.

Here are some samples of what kind of graphics you can create for your workshop using Canva.



Figure 15 - example graphics made in Canva.com

Another idea would be to create a video. You can check Animoto (animoto.com) as a simple online video editing tool. It also comes with pre-designed templates and various options of how to create and animate your video.

PRACTICE

1. Get creative and start playing with the different templates in Canva (canva.com) to create at least two options for your workshop graphic.
2. Share your work with your fellow learners and ask for their feedback.

COPY

Once you have your graphics prepared, you are now ready to create the accompanying text. The goal of writing any social media copy is communication, but primarily it needs to attract attention, appeal to your target audience, and speak to what is important to them. Your first sentence is crucial because this is the magnet that would keep them reading – around 2-3 seconds at the maximum.

However, it's not only about transferring information – it should also be engaging and contain a call to action. For a workshop there are various call to action options, for example to sign-up to your event page or visit a website.

We also recommend that you create a personalised hashtag for your workshop and use popular hashtags to increase visibility. Below are some examples you can refer to.

Tips: In the beginning we recommend using writing or editing apps:

- 1. Writer: <https://writer.com/product/overview/>
- 2. DeepL: <https://www.deepl.com/>

EXAMPLE

EXAMPLE #1**Free e-mobility workshop**

Can governments adapt to the shift? Join this discussion on the approaches, solutions, and incentives for greater e-mobility in cities. Looking forward to your ideas on how we can influence the government to create better policies that support e-mobility.

- 20 November 2020
- 18:00 CET
- Online

Register through Eventbrite: (link)

#emobility #cities #sustainability #urban #engineering #transport

EXAMPLE #2**Making fashion circular**

Our personal choices can make a huge difference in promoting sustainability practices. Have you always wanted to learn about what you can do daily to have an impact and encourage others to lead more sustainable lifestyles?

Join me on 20 November, 18:00 CET as I introduce the topic of sustainability and the simple habits that you can easily adopt.

Register to the online workshop here: (link). Share with your network and see you there!

#sustainability #eco #workshop #green #bio #environment

EXAMPLE #3**Taking action towards sustainability**

Calling on all small fashion retailers! Learn how you can be more sustainable in your business without compromising on quality. We will be discussing the process, from textiles, production, merchandising, selling, profit, and management.

Workshop topic: Making fashion circular. Collaborating to rethink the industry.

- Date: 20 November 2020
- Time: 18:00 CET
- Location: Online
- Registration: (link)

More information will be provided before the workshop date.

#fashion #circulareconomy #smallbusiness #retail #sustainability

PRACTICE

Create your own post using the samples given in the above unit.

POSTING

Start by posting through your personal account and you may also ask your social networks to share it for you. You can also search for groups in the different social media platforms and post your workshop information there. A simple message and link can generate interest if seen by the right people.

Once you have posted, interact with comments and share additional information as necessary. Check how effective your posts are hours or a day after it has been shared then adjust your graphic or message for your next posts if needed.

Ideally, the frequency of the posts should be once to three times per week, sharing different information per post.

This marks the end of Unit 1, where you learned about the principles and practice of promotions, networking, visibility, and publicity. The focus of this whole unit is on developing your skills to be able to promote your workshop to the public, be it professional networks, host organisations, or target groups.

In the next unit, we will then bring the focus from the workshop to yourself. The whole exercise in Unit 1 introduced you to a wider network of people, some whom you may have just met. As you have learned, first impressions last in communication. Whether they be pleasant or otherwise, there is always room to improve and mould a professional image for yourself now that you are gaining more visibility. It is then time to learn more about how you can build your image and speak in a way that gains you an advantage in the professional market – a subject called personal branding.

Unit D.2 Learning Goals — Develop Your Personal Branding

(This page requires login on the platform)

- Unit D.2.1: Personal branding skills & having digital presence
- Unit D.2.2: Improve your public speaking skills

Unit D.2.1 Personal Branding Skills & Having Digital Presence

BRANDING

What comes to your mind when you first hear of branding? All around us, we are constantly exposed to brands and behind each is a carefully thought out process that was created to give products, services, and even people a unique identity in order to gain a competitive edge.

By definition, a brand is the sum total of its physical elements such as a logo, font, colour and style plus more intangible elements such as beliefs and expectations around products. Its pre-identified target audience is captured by the brand personality that is designed to create perception and image around the product and make it relatable or even admired – meaning it speaks directly to the hearts and minds of its target audience.

ASK YOURSELF

Recall a brand that you admire and identify specifically why you like this brand.

Do you like it because of its physical attributes (i.e. how it looks) or what it makes you feel, or what it stands for?

Exploring exactly what makes you like a certain brand can help you start understanding that these factors are not accidental and can be replicated.

PERSONAL BRANDING

Almost anything can be branded to obtain a unique position in its target audience's mind. Think about it: if branding and positioning work to gain a competitive advantage for products in a market, then these strategies can also be applied to oneself – to gain an advantage in, for example, the job market.

This particular type of branding is called personal branding. This process includes defining yourself, identifying traits that make you unique and creating a promotions strategy to get yourself 'out there'. The goal of most personal branding is for professional career development so you would like to think and make decisions towards this direction.

ASK YOURSELF

- What is your position in life?
- What is your most important work skill?
- What value do you bring through your work?
- What is your most important accomplishment?

- What do you wish people would celebrate about your career?
- What do you want your professional legacy to be?

These self-reflective questions will help you bring your focus to what exactly makes you unique. What branding teaches us is being everything to everyone will not get us an edge. Ultimately, we are speaking to a specific set of people with wants, needs, desires – the focus would be on meeting these and not everyone else's, which is impossible.

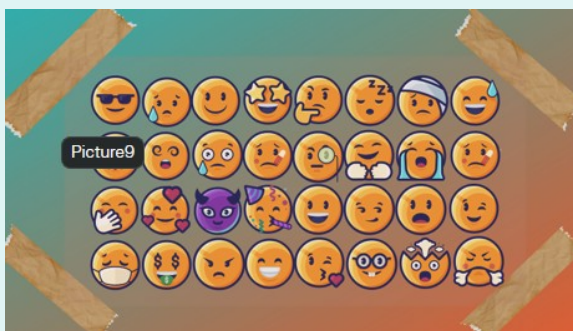
Every choice – from your name and the choices you make later on – your education, what you choose to learn, who you connect with, where you choose to live, and your interests – all make up your personal brand. Your personal brand is consistently evolving as you make new decisions. Each choice you make for yourself has an association and this in turn creates perception that people recognise and is a huge factor in attractiveness, relatableness, and desirability.

ASK YOURSELF

Think of one word that would sum up the choices you make for yourself. For example, it could be that your choices are directed towards well-being, sustainability, or innovation.

To narrow down the focus, this exercise will concentrate on personal branding in order to market yourself and in the process increase your network, gain more opportunities and do work that you value and that you could create value for as well. In personal branding, you will do a deep dive into your personality, values, vision and consequently identify your skills, competencies, and knowledge areas.

To help you define who you are through words (or even images), choose 5 emojis that you think would best describe your personality.



Personal branding is said to be the intersection between reality and perception. This middle portion is the brand that you create for yourself. Reality is as is, but perception can always be adjusted. What's important is to create a balance, to remain authentic but focus on your unique attributes and tell a story around these.

Much like in product or service branding, we can identify brand identity elements that can be the foundations of your personal brand. This begs the question: what do you want to stand for?

PERSONAL BRAND IDENTITY ELEMENTS

Element	Description
1. Professional Attributes	Identity in the context of a career, such as your field of study, work industry, profession, job title, and the hard and soft skills that you have (i.e. creative, innovative, intuitive, analytic, growth-minded, detail-oriented).
2. Personality	Key attributes that you want to stand out from your personality (i.e. meticulous, detail-oriented, organised, loyal).
3. Relationship	How you want others to relate to you (i.e. friend, mother, colleague, manager, equal).
4. Imagery	Would refer to the style and metaphors that are associated with you specifically on a physical level (i.e. wearing colourful clothes, having artistic photos, a particular way of speaking).

ASK YOURSELF

Identify your four personal brand identity elements to help you build the foundations for your personal brand and write them in your notebook:

1. Professional Attributes
2. Personality
3. Relationship
4. Imagery

Unit D.2.2 Improve Your Public Speaking Skills

ASK YOURSELF

How would you rate your confidence level as a presenter?

- Very unconfident
- Quite unconfident
- Quite confident
- Very confident

For this exercise think about what makes someone's presenting style effective, but also what could be irritating or distracting for an audience member.

Take in consideration the following points:

- Volume | – Pitch | – Intonation and pace | – Physical movements | – Interaction with the audience

Write your answers in your personal notebook.

TIPS FOR PITCHING

- Volume. It's the key. Your audience should not struggle to hear you or feel like they are being shouted at. Practicing your volume will help you achieve a balance. It's about getting to know your audience. It's always a strong asset to find out as much about your audience in advance as you can.
- Intonation. It's about you're the energy and the character in your voice. You shouldn't exaggerate your intonation or add emphasis where it's not needed. Experimenting and practicing your presentation style will help you achieve a good idea of your intonation.
- Pace. It's something you can actively keep an eye on as you present. You might lose the attention of your audience if you speak too slowly and if you are in a rush the audience will not keep up with you. If you feel you lost them because you are too quick, pause and try to slow things down.
- Pauses. Taking a moment to let the audience digest something is a VERY effective technique, especially if you are asking them to think about something. Although you have seen all of your images, graphs and videos 1000 times before, your audience will be seeing everything for the first time. Verbal pauses of 'erm', 'um' are very common, do not try to get rid of them all because occasional stumbles are what will make your speech sound human, natural. Be aware of them so you don't use them all the time.
- Physical movements. There is no right way to move around; you need to practice and see what feels right for you. There are some things that can distract the audience, such as pen clicking and twiddling, fidgeting, facing your slides.
- Interaction with the audience. This is always a good thing, but be prepared for what response you might get back (questions, different opinions, ideas that are not relevant to the subject).
- Asking questions. This is not only a great way to find out what your audience already knows, so you will not get them bored, but also to get them involved. You shouldn't ask too many questions if your audience is not used to active participation. Use questions when you need to emphasise a particular point.
- Being asked questions. It is highly likely that someone will have questions mid-way through your presentation. You can choose to answer them as you go along or at the end according to your

preference. For beginners, interruptions can actually throw your thoughts off-track so we recommend to keep things as planned and to answer at the end.

PRACTICE

1. Record yourself presenting something very brief. The words are not important – we are focusing on the presentation style.

You need to:

- Choose your audience – (primary school children, your team, or your board of directors).
- Read the text below (The purple cow by Gelett Burgess):

**"I never saw a Purple Cow,
I never hope to see one,
But I can tell you, anyhow,
I'd rather see than be one!"**

- When you feel that you are ready, record yourself delivering the text as if it is a presentation.

2. Watch your video clip:

- Can you hear yourself clearly?
- Was your tone right for your audience?
- Was your pace measured or did you race through to try and get it over with?
- Think about your movements, gestures and facial expressions and ask yourself whether you looked relaxed and natural.
- Think about where your eyes were gravitating towards: if you were in the audience would you feel like the presenter was engaging with you?

We want to give you 6 tips to deliver an outstanding presentation:

Tip	Description
Purpose	What is the purpose of your presentation? (For instance, to educate, to entertain.) Define this clearly before you start preparing.
Structure	Using a narrative is incredibly helpful here as it not only adds some interest but it also helps you as the presenter to follow your train of thought.
Target audience	Should the presentation be formal or informal? Think about the context.
Duration	Take in consideration for how long you have to speak and stick to it.
Method	Digital or in person? The approach is similar, but it's good to be prepared.
Supporting materials	Slides, handouts and props can be useful to help you frame your thoughts initially but try not to use them as a crutch and don't read them during your presentation.

WATCH**Watch the video How to give a perfect pitch:**

Video: How to give a perfect pitch

YouTube URL: <https://www.youtube.com/watch?v=Njh3rKoGKBo>

What aspects do you think you need to incorporate into your style to improve? Write your answers in your personal notebook.

Quiz Chapter D

Test your understanding with the following questions.

Question 1: What are the possible formats of communicating a message to a target group?

- Text, audio, image, video
- Audio, video, press, TV
- Message, text, image, social media

Question 2: What are some tips to deliver a presentation?

- Purpose, structure
- Target audience, duration
- Method, supporting materials

Question 3: What are the information you shall include in your final workshop one-pager?

- Workshop title
- About the presenter
- Workshop summary
- Your postal address
- Target Group
- Workshop language
- Participants name list
- Description about the host organisation

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CHAPTER E - PLAN AND EXECUTE YOUR WORKSHOP

PLAN AND EXECUTE YOUR WORKSHOP

In this final chapter you will create your workshop grid, execute your workshop, write your post-workshop story, and promote your impact.

Unit E.1 Learning Goals — Plan & Create Your Workshop

- Unit E.1.1: Learn how to structure your workshop using workshop grid
- Unit E.1.2: Learn how to prepare for your workshop and to collect feedback

Unit E.1.1 Create Your Workshop Grid

LEARN ABOUT WORKSHOP PHASES

To this point you have a finalized version of the workshop proposal. Now we would like to suggest you to think about the phases of your workshop. [1]

Phase	Description
1. MOTIVATION	<p>The first phase is about motivating participants of the workshop and showing the importance of the subject for the participants. Let the participants know you and each other and communicate with the participants about “why” this topic is useful, relevant and important for them. If you have enough time you can collect the expectations from the group on the topic: on what brought them here and what they are willing to learn, know, or share. This could help you to make the workshop more inclusive and ensure active participation. If the willingness to learn has been awakened, the participants are motivated and they will set their own personal learning goals for the workshop.</p> <p>Suitable methods are: name games/getting to know each other, collection of expectations for the workshop, activating exercises, short presentation of the topic, its usefulness and relevance, task, short discussion/brainstorm with the group about where it is possible to use the topic, videos etc.</p>

Phase	Description
2. KNOWLEDGE	<p>In this phase information is conveyed, or the first discussion of the topic takes place. In this phase you share your knowledge and know-how with the participants. If relevant, participants can also share their knowledge or prior experience.</p> <p>Suitable methods are: your presentation, sharing prior experiences of participants in small groups and presenting in the whole group, preparation of content in group / peer/ or individual work etc.</p>
3. SKILLS & EXPERIENCE	<p>Practice and learning from actual experience makes people experts. If you only get information about how to conduct a good presentation, you can not necessarily deliver a successful presentation. It takes practice to turn the acquired knowledge into skills that afterwards are used in everyday activities. This phase is the most learning-intensive part of the participants' learning journey as it lets them to actively experience the provided knowledge with all their senses. In this stage participants learn from personal experience and most importantly – to learn by doing, not by theorizing. The activities in this stage require active involvement and participation of the participants, like cooperation, sharing functions, care for others etc. Keep in mind that this part should take enough time, the methods used to create actual experience are time consuming.</p> <p>Suitable methods in this phase: peer and group work, simulations, role plays, practical exercises, learning games, any form of in-depth discussion of the contents, problem solving tasks in couples or small group work etc.</p>
4. REFLECTION & APPLICATION	<p>It is frequently thought that the most important thing in experiential learning is various attractive exercises and activities which create experience, but reflection and conclusions about the relationship between acquired experience and life situation are crucial. Otherwise we would say that learning is in stagnation, i.e. there is no actual learning if there is no reflection of experience.</p> <p>A learning experience is successful if participants reflect on what happened during the exercises and activities, make conclusions and apply it in their situation and in their lives.</p> <p>In this phase the focus is on the reflection of the experience gained during the workshop and thinking on application of what has been learned in one's own everyday life.</p> <p>Suitable methods in this phase can be: reflection and self-assessment activities, small group conversations about implementation / application, casework, drawing up plans or checklists for future, brainstorming on application in everyday life, evaluation of the workshop.</p>

READ & REFLECT

1. Take a look at the Suitable methods mentioned for each workshop phase.
2. Additionally have a look at different sources to find the methods you can use in your workshop:
 - TeachSurfer Handbook part 3 page 9–10:
<https://teachsurfing.com/wp-content/uploads/2026/05/TeachSurfer-handbook-part3.pdf>
 - Compass: Manual for Human Rights Education with Young People:
<https://www.coe.int/en/web/compass>
 - Handbook for people working with youth groups (Lithuania): <https://mitteformaalne.ee/wp-content/uploads/2020/04/handbook-for-people-working-with-youth-groups-en-web-version.pdf>

- T-Kit 11 Mosaic: <https://evelp.teachsurfing.org/wp-content/uploads/2021/09/Part3.pdf>
 - T-Kit 12 Youth transforming conflict: <https://pjp-eu.coe.int/documents/42128013/47261899/5-Activities.pdf/96f59a19-516a-4c40-bc7d-8184c06e717e>
3. Select 3–4 methods and explain in your notebook how you would integrate them in your workshop.

CREATE YOUR WORKSHOP GRID

In order to create your workshop grid, for each workshop phase you shall define the GOALS of the phase, the CONTENT you will deliver, the METHODS you will use, the COURSE OF ACTION you will take and the MATERIAL you will need [2].

READ & REFLECT

Have a look at the 2 workshop grid examples provided here, compare them, afterwards continue reading:

- 'Introduction to Arabic Language and Culture' by Khaled Khodr: <https://teachsurfing.com/wp-content/uploads/2026/05/workshop-grid-Khaled.docx.pdf>
- 'Build your first IT solution' by Miganoush Magarian: <https://teachsurfing.com/wp-content/uploads/2026/05/workshop-grid-miganoush-2.docx.pdf>

THE WORKSHOP GRID COLUMNS

Column	Description
GOALS	Everything starts with the goals and the target audience: <ul style="list-style-type: none"> – What are the main and sub goals of your workshop? – Who is the target audience of your workshop? What do you know about your target group: size, age, experience they have, how would you describe the stage of your group (remember Chapter B) etc.?
CONTENT	Then the contents: <ul style="list-style-type: none"> – What contents are part of the training? – Collect the content/themes possibly via brainstorming or mind map
METHODS	Then the methods: <ul style="list-style-type: none"> – How will the contents be implemented methodically, i.e. what set of methods you will use for your workshop? – Which methods will you use with your target group in the beginning of the workshop (you can look at the Toolbox in Chapter B)? – Which method fits particularly well for delivering the content? – Which methods will you use to create active experience related to the goal of your workshop? Or what methods you will use to look into the experience the group of your workshop already has? (suggestion: we suggest not to use more than 2 different methods). – Which methods will you use to reflect with a group on the experience they got during the workshop and encourage them to brainstorm on where they will use what they have learned during this workshop? (suggestion: we suggest not to use more than 2 different methods). – How will you evaluate the whole workshop with the group?

Column	Description
	– Define objectives, working group size (whole group, small groups, pairs, etc.), materials needed, time, course of actions for each method you will use in the workshop.
COURSE OF ACTIONS	What activity and in which order needs to be taken? The step-by-step sequence of activities for this phase: This column focuses on the description of the concrete actions you will do in each phase of the workshop. This column is linked to the method column. For instance, if in the motivation phase at first you will make a game of names, then in this column you will write down how exactly you will implement the game. e.g. 1. dividing participants in small groups of 5. 2. giving the cards etc..
MATERIAL NEEDED	This column is about materials you will use in each phase. For example, in the motivation phase for the name game, you need special cards with colours. In some other phase you might need flipcharts, markers, tape, computer(s), projector, speakers, etc. It is important to plan the material needed for different phases and to check the availability of these materials by you, participants or Host organisation, in order to assure you can implement that method and deliver that content. It can be in some phrases you don't need any material.

KNOW YOUR TARGET GROUP

When creating a workshop plan, it is essential to be clear about what are the characteristics of your group, what is the prior experience of the participants on the topic of your workshop and which methods are suitable for them. To give an example: If you give a presentation training for 12-year-old students, you should use playful methods that are age appropriate. When giving the same training for young professionals, you should focus on presentation techniques for business.

It is also important to know which knowledge background the participants have. If they already have experience and a background in the topic you want to teach, then you could use their prior experience in the beginning of your workshop by exchanging what they already know, then giving them theoretical input and practical activities that will encourage them to use the experience they already have and create a new common experience. In this case you should also use some advanced knowledge which can be useful for them and challenge them. In the same manner, if you are teaching participants who do not have previous experience in the topic you present, you have to keep your content simple and in a beginner level.

Probably you have a workshop with a group of people who do not know each other. In this case you should think about different stages of group development and start your workshop with introducing yourself and also encouraging participants to get to know each other (you can find some methods in the toolbox of Chapter B).

ASK YOURSELF

Before creating your workshop plan, take time and describe the group that you will be working with in the target audience field of your notebook.

Assignment E1 Prepare Your Workshop Grid

Duration	4 hours
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Before implementing your workshop grid, revisit the two examples provided:

- 'Introduction to Arabic Language and Culture' by Khaled Khudr: <https://teachsurfing.com/wp-content/uploads/2026/05/workshop-grid-Khaled.docx.pdf>
- 'Build your first IT solution' by Miganoush Magarian: <https://teachsurfing.com/wp-content/uploads/2026/05/workshop-grid-miganoush-2.docx.pdf>

Now create your own workshop grid: Identify the goals, contents, methods, course of action and material for each phase of your workshop. Create your complete workshop grid using the template <https://teachsurfing.com/wp-content/uploads/2026/05/workshop-grid-template.docx>

Assignment E2 Prepare Your Workshop Content

Duration	6 hours
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Before you start creating your own content, take a look at our open educational resources for inspiration.

- Arabic Language and Culture Workshop:
 - Workshop Proposal: <https://teachsurfing.com/wp-content/uploads/2026/05/Workshop-Proposal-Arabic-Language-Khaled-Khudr.pdf>
 - Workshop Power Point Presentation: <https://teachsurfing.com/wp-content/uploads/2026/05/Workshop-Content-Arabic-Language-Khaled-Khudr.pptx>)
- JavaScript workshop 4 sessions:
 - Workshop #1 Power Point Presentation: <https://teachsurfing.com/wp-content/uploads/2026/05/JS-workshop-1.pptx>
 - Workshop #2 Power Point Presentation: <https://teachsurfing.com/wp-content/uploads/2026/05/JS-Workshop-2.pptx>
 - Workshop #3 Power Point Presentation: <https://teachsurfing.com/wp-content/uploads/2026/05/JS-Workshop-3.pptx>
 - Workshop #4 Power Point Presentation: <https://teachsurfing.com/wp-content/uploads/2026/05/JS-Workshop-4.pptx>
 - Workshop notes for facilitators: <https://teachsurfing.com/wp-content/uploads/2026/05/JS-Workshop-notes-for-facilitators.docx>

Select one of the workshop contents examples and answer these questions about that content.

1. What did you like the most about the content and would use in your own content creation?
2. Which part do you dislike and would do differently in your workshop content creation?

Now, prepare your workshop content in your preferred format. Make sure that the content is aligned with your workshop grid.

Unit E.1.2 Execute Your Workshop

WORKSHOP EXECUTION CHECKLIST

The big moment has arrived! You prepared your workshop content and planned your workshop together with the Host organisation representative. You are present at the workshop location together with the Host organisation representative one hour before your workshop. Now it is time to set up and share your knowledge.

All the tasks within the checklist – except the ‘Hosting’ task which is the main responsibility of the Host organisation – can be done either by you or the Host organisation representatives. We recommend that you go through the list together and ensure a fair distribution of tasks depending on the availability of each person. In case you need additional help, you can kindly ask the early arriving participants to give you a hand with different preparation tasks. This checklist is very comprehensive and, depending on your workshop structure and duration, you may not need to do all the tasks mentioned in the list.

READ & REFLECT

1. Read through the Workshop Execution Checklist:
<https://teachsurfing.com/wp-content/uploads/2026/05/workshop-checklist-2.docx>
2. What do you have to do before the workshop? during the workshop? and after the workshop?
3. Keep the relevant items for your workshop, cross out the ones which are not, and add new items if necessary.
4. Either you or another facilitator shall keep eye on your list before, during, and after the workshop.

WORKSHOP FEEDBACK FORMS

In order to measure your impact and get feedback from participants to improve your workshop, we prepared a feedback form for participants to fill out at the end of the workshop. Save 5 minutes at the end of the workshop for collecting feedback. Use online feedback form like google forms or print a feedback form using <https://teachsurfing.com/wp-content/uploads/2026/05/Workshop-Feedback-Form.docx>.

PRACTICE

Before your workshop:

1. Print your workshop checklist.
2. Print your feedback forms (if collecting feedback offline).
3. Make sure to take them with you to your workshop!

KEEP IN MIND

After your workshop, collect participant feedback using the feedback forms provided. This feedback will be valuable for your post-workshop story (Unit E.2.1) and your continuous improvement as a volunteer educator.

Unit E.2 Learning Goals — Share Your Story

- Unit E.2.1: Learn how to write a story about your workshop
- Unit E.2.2: Learn how to promote your story and expand your impact

Unit E.2.1 Writing Your Post-Workshop Story

The work and effort that you put in preparing for and seeing your workshop to completion is a big achievement that must be celebrated. Congratulations! Now, to further enrich your experience, writing a story about your workshop will help concretise this for yourself and others.

Think about it, by sharing your knowledge and skills, you have made a positive impact on others' lives. Through your knowledge, you can help others develop both professionally and personally. Also, documenting your workshop experiences can help empower you to continue to share your knowledge and as a consequence, strengthen your skills along the way.

By sharing your story to the wider community, it will inspire others to do the same, scaling your impact to even greater heights.

GUIDE QUESTIONS FOR YOUR STORY

In order to create your post-workshop story, here are some guide questions that could help you reflect, create structure, and eventually write about your own workshop experience.

#	Question
About you:	
1	Briefly introduce yourself: Where are you from? What is your study or professional background?
2	What is your driving motivation for sharing your knowledge?
Prepare and plan your workshop:	
3	What was the workshop topic?
4	How was your experience and what is your advice in preparing workshop proposals and content?
5	How was your experience and what is your advice in finding a Host organisation?
6	How was your experience and what is your advice in organising your workshop together with the Host organisation?
Executing the workshop and its impact:	
7	How many people attended your workshop and what was their background and age group?
8	Do you think that your workshop had an impact in their lives? Did you ask them about it afterwards?
9	What is that special moment you will remember from this time together?
1	How was your experience and what is your advice in executing a workshop?

#	Question
0	
1	Any additional comments or advice for others who would want to create workshops and Host organisations?

PRACTICE

Get inspired by:

"Teaching Meditation in Armenia" (<https://teachsurfing.com/teaching-meditation-in-armenia/>) and "Postcards from the Future" (<https://teachsurfing.com/podcast-from-future/>)

2. Begin by reflecting on the guide questions in the blog and making an outline for your story.
3. Create a 500-word draft of your post-workshop story. Come up with a catchy title and choose a photo from your workshop that best communicates the experience.
4. Optionally ask a friend or participant to review your draft.
5. Share your story through social media or other communication channels.

Unit E.2.2 Promote Your Story and Expand Your Impact!

Sharing your post-workshop story would have the same steps as your pre-workshop publicity (Chapter D Unit 1).

You can create the posts as the examples here and link your post to your story which you created in the previous step.

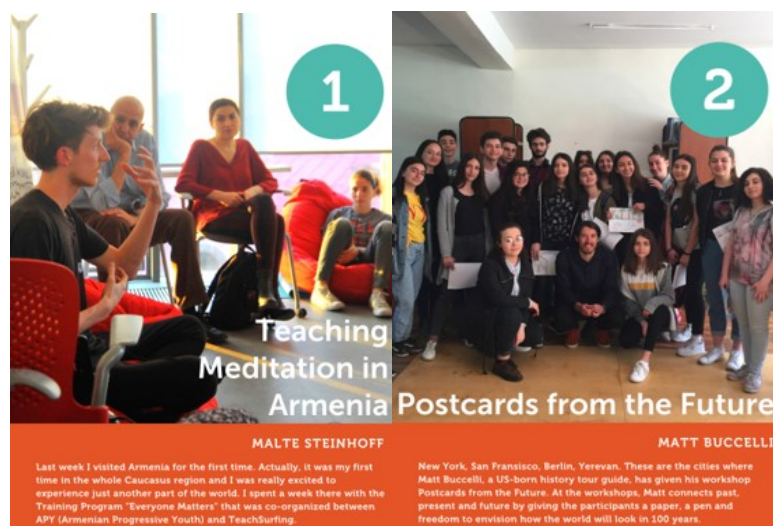


Figure 16 – Examples of social media promotion banners following the workshop.

KEEP ON SHARING KNOWLEDGE WITH THE WORLD!

Once you finish your first TeachSurfing journey, it is highly recommended that you repeat your workshop for a new audience in order to improve your knowledge transfer skills and workshop content as well as to scale your impact and inspire new people. So start again at step 4, offer your

workshop for the same or a new Host organisation. To inspire you we share some examples of our serial TeachSurfers:

- Malte gave his first workshop with the title “Introduction to meditation” at the Social Impact Lab Berlin Host organisation. Since then he has offered his workshop twice for the same host and twice for a new Host organisation in Berlin. Additionally, when traveling to Armenia and Georgia, he offered his workshop for Host organisations in these countries.
- Matt created a history and art workshop called “Postcards from the future.” He offered his workshop in Berlin, USA, and Armenia. He not only continues to offer his workshop for a new audience, but he supports others to take his workshop format and content and offer it worldwide.
- Khaled gave his workshops on the Arabic language and Syrian culture over 50 times mainly in Berlin – his home city – as well as when visiting Armenia.

BLOCKQUOTE

'It is an honor for me a dream to display a good example of my own culture and language, and to work with people from different backgrounds and cultures. This bright aim which comes true with TeachSurfing will always motivate me, heighten my resolution and energize my passion to study, explore, share and flourish.'

— Khaled Khudr (TeachSurfer)

ASK YOURSELF

Now it is your turn!

- What is your motivation to continue offering your workshop?
- And where is your next stop to offer your workshop?

Take some notes in your personal notebook

KEEP IN MIND

Every story you share not only celebrates your achievement — it also helps recruit new volunteer educators, inspires host organisations, and contributes to the global knowledge-sharing community.

Assignment E3 Post-Workshop Story & Feedbacks

Duration	2 hours
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Upon completing your workshop, create your post-workshop story and share it with your community. This is the final assignment of the course.

Quiz Chapter E

Test your understanding with the following questions.

Question 1: In the workshop plan, what shall one include in the METHOD column?

- Methods for evaluating the quality of the content
- Methods for delivering the content
- Methods for structuring the workshop plan
- Methods for measuring the impact of the workshop

References Chapter E

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