



TRANSFORMATIVE LEARNING THROUGH AESTHETIC EXPERIENCE

Training of trainers

DAY 1

4 hours

Will need: projector, laptop, whiteboard, markers, flip chart or large pieces of paper
crayons, postcards or stickers

10.00 – 11.00: (any ice breakers you like will do – this is how I dealt with it) Our goal is to get to know each other & start team building / Very important to learn each other's name

- Present on a table a number of post cards (I used 20 of Picassos paintings). They have to choose one, tell their name and explain why they picked the specific post card.
- Presentation of the trainer (a few things about me **and** the story of how I got these cards/ a very short story about the trainer at this point could help openness)
- Making sure we have got each other's name (pick one out of three)
 1. Short presentation of the trainees (name – country – work place)
 2. Who remembers most of the names? The winner is he who can identify most of the others by their name
 3. Story of my name(Choose between the three depending on the time you have, for example number 3 needs more time than the others)

11.00 – 11.10: break

11.10- 12.00: What are my trainees needs - expectations? (Individually or in pairs or in teams of three or four) We can use a questionnaire. We can also give some questions and encourage them to make more of their own. Make a list of the answers on the blackboard or on a big piece of paper to keep hanging on the wall so that can be seen during the whole time of the training. (Will be used again during the last day of the course)

- **After the course I expect to be able to /feel/get/change/other**
- **During the course I expect to feel/ think/tell /understand / other**

12.00 – 12.15: break



12.15-13.45: discussion about

1. Critical thinking – learning – changing, using ppt (PRESENTATION TLtAE) SLIDES 3 – 11
2. SLIDES 12 – 38 of the ppt presenting the method in general – six stages

13.45 – 14.00: Everyone writes or says a phrase, a word, a feeling about the first day

DAY 2

4 hours

Will need: projector, laptop, whiteboard, markers

10.00 -13.00: “A stranger at my doorstep” a lesson, using T. L. t. A. E. (15’ brake right after stage III of the VI stages in the lesson) The lesson is not presented to the trainees, it is taught to them, **they** are the target group.

13.00 -13.10 brake

13.00 – 13.45: Presentation of the through our own eyes on-line platform

<http://tooe-project.eu/>

13.45- 14.00: (We have used the SMILIES during the lesson so there is no need to have a closing exercise). Notice the structure – any Questions?

DAY 3

4 hours

Will need: projector, laptop, whiteboard, markers

10.00 – 13.00: “no one leaves home unless home is the mouth of a shark” a lesson, using T. L. t. A. E. (15’ brake right after stage III of the VI stages in the lesson) The lesson is not presented to the trainees, it is taught to them, **they** are the target group.

13.00 -13.10 brake

13.00 – 13.45: Let’s talk about developing questions (Perking’s method and more)

13.45- 14.00: How do you feel about creating your own lesson plan tomorrow?



DAY 4

4 hours

Will need: a laptop for each group, projector, photocopies of tips about objectives, A4 paper, whiteboard, markers,

10.00 – 11.00: Let's set the goals for the lesson plan (Brainstorming, Discussion, photocopies of Tips) work on the goals the trainer has set for the two lessons the trainees have experienced.

11.00 – 14.00: Creating a lesson plan in which we use T.L.t.A.E.

People work in groups - trainer visits each group to answer questions and talk about the lesson plan creation.

Use of the form and the objectives photocopy.

DAY 5

4 hours

Will need: projector, laptop, whiteboard, markers, flip chart or large pieces of paper crayons, stickers

10.00 – 10.15 Getting started for the day (time management for the day can be agreed with the trainees) - make a plan for presentations of each group – agree about breaks etc

- PRESENTATIONS OF OUR LESSON PLANS
- Reflecting on our work
- Evaluation

10.15 – 12.30: each presentation can take 30 '(including time for questions) - 10' break between presentations

12.30 - 12.45: break

12.45 – 13.30: Reflecting on our work: in groups people can talk about

a) expectations at the beginning of the course and if or not they have met them.

b) What was difficult and what was easy

c) feelings at the beginning - feelings now

d) what do they think about the method now that they know it better

e) other



each group representative announces what was said to the plenary

trainer gathers group opinions

13.30 – 14.00: evaluation of the training using a questionnaire

(questionnaire can be playful using color markers and large pieces of paper where the questions are written on the top of the page and they can answer poetically or in drawings, sketches, emojis etc. Questions are spread on the table and everyone has to answer on all of them (I usually use six sheets of one question each)

