

## MANAGING LEARNING

### Activity 1: Traffic lights

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Traffic lights
LifeComp Skill approached	<input type="checkbox"/> Self-regulation <input type="checkbox"/> Flexibility <input type="checkbox"/> Well-being <input type="checkbox"/> Empathy <input type="checkbox"/> Communication <input type="checkbox"/> Collaboration <input type="checkbox"/> Growth mindset <input type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Managing learning
Duration <sup>1</sup>	10 - 15 minutes
Type of activity	Self-assessment for adults with unmet literacy needs
Short description	<p>This activity encourages participants to reflect on their knowledge and interests in the topic to be discussed. By effectively managing the learning process, the participants can enhance their understanding, improve their performance and achieve their learning goals more efficiently.</p> <p>Effective learning management begins with setting clear, specific goals. By defining what participants want to achieve, they can structure their learning activities accordingly and stay focused on their objectives.</p> <p>This activity allows adults to reflect on their knowledge towards the topic and this approach can be used by them, autonomously whenever they have contact with a new context, experience or theme.</p>
Objectives	<ul style="list-style-type: none"> <li>● Know the starting point on a situation/topic of each participant.</li> <li>● Encourage decision-making and improve oral expression</li> <li>● Generate reflection on different answers</li> <li>● Increase participants' motivation and engagement in their learning process based on their personal interests.</li> <li>● Know the strengths and weaknesses to adults to know where both (facilitator and participants) need to focus the learning and improvement</li> </ul>
Setting <sup>2</sup>	<ul style="list-style-type: none"> <li>● 1 facilitator</li> <li>● Projector or large screen</li> </ul>

<sup>1</sup> It can be continuously.

<sup>2</sup> Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

	<p>For face-to-face implementation</p> <ul style="list-style-type: none"> <li>● Printed images if no screen is available for face-to-face implementation</li> <li>● Red, orange and green colour cards</li> </ul>
<b>Facilitators' Tips<sup>3</sup></b>	<p>Introduce the dynamic, explaining the meaning of each colour. Present a series of questions or situations to the participants. When showing the traffic light they must explain. Once all the participants have explained the reason for their answers, start a group discussion.</p> <p>When explaining the objectives of the activity, facilitator can mention something like, "By the end of this activity you will be able to:</p> <ul style="list-style-type: none"> <li>● Reflect on your awareness or knowledge related to topics or themes.</li> <li>● Learn what you can do to understand if you need to learn something in a new situation or whenever someone talks with you about a new topic.</li> <li>● You can consider different points of view and perspectives on the issues.</li> <li>● Continuously improve your knowledge through continuous reflection and learning.</li> <li>● Identify areas where you might have gaps in your understanding or knowledge." <p>For online implementation, it is recommended to have a board with the images/questions where participants can place a coloured ball.</p> </li></ul>
<b>Step by step</b>	<ol style="list-style-type: none"> <li>1. The facilitator explains the activity and its objectives.</li> <li>2. The facilitator distributes the coloured cards or explains how to use the colours in an online setting</li> <li>3. The facilitator explains that the cards simulate the traffic light and will be used to respond to different question, where Red means „nothing“, Orange means „something“ and Green means „a lot“</li> <li>4. The facilitator shows images related to a situation/topic of his/her choice</li> <li>5. For each image presented, the facilitator asks the following questions: <ul style="list-style-type: none"> <li>● Have you heard about the situation/topic before?</li> <li>● Are you interested in learning about this situation/topic?</li> <li>● Do you think that the situation/topic can be useful in your personal or professional life?</li> <li>● Do you think it is a difficult situation/topic and it requires a lot of effort from you?</li> </ul> </li> <li>6. Participants use the colour code of a traffic light to answer the questions and show them to all the groups</li> <li>7. The facilitator asks participants, on a count of three, to tell everybody to show the card or colour the image</li> <li>8. For each question, facilitator can ask participants the following questions: <ul style="list-style-type: none"> <li>● Why did you choose the colour red/yellow/green for that question or situation?</li> <li>● What factors influenced your decision?</li> </ul> </li> <li>9. After answering the questions, the group will have the opportunity to know more about the situation/topic (this can be done by a presentation made by the facilitator, visualisation of a video, exchange of experiences, search for information, ...)</li> </ol>
<b>Debriefing</b>	<ul style="list-style-type: none"> <li>● Can you show me which colour represents something you learned or understood during the session?</li> <li>● Did you find any practical applications or connections to your daily life in the topic we discussed?</li> </ul>
<b>References</b>	<p>Activity based on <a href="https://www.orientacionandujar.es/tag/semaforo/">https://www.orientacionandujar.es/tag/semaforo/</a></p>

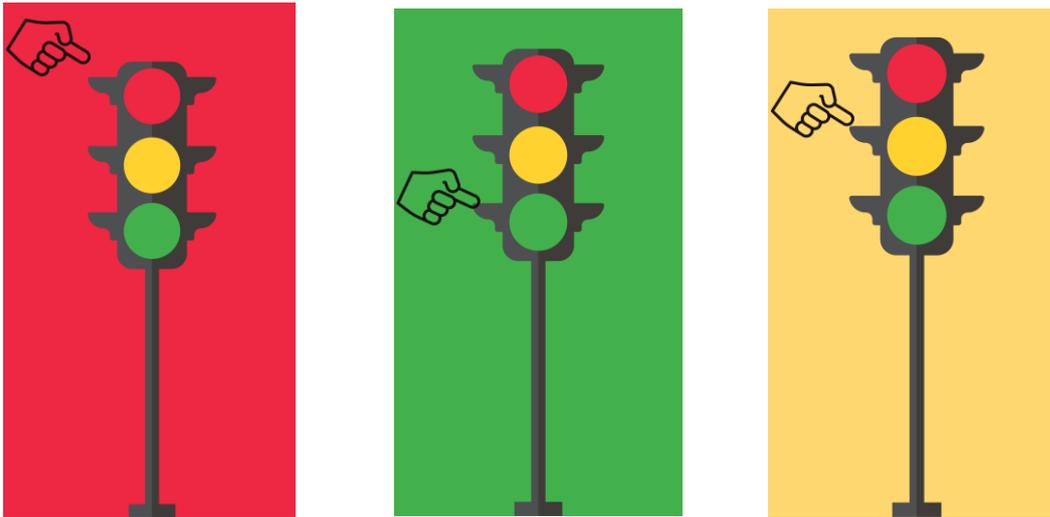
<sup>3</sup> What a person needs to know to implement the activity.



## Traffic lights – Material for facilitator

### Worksheet – Managing learning

This technique is very useful because it allows the teacher to have a clear idea of the status of the work, encourages responsibility and autonomy. Learning reflection is a valuable process that allows people to evaluate their learning experiences, identify areas for improvement and improve them.



It is important to ask provoking questions to the student that encourage them to look deeper into their experiences and to ask questions that are accessible and tailored to their specific learning experiences. Don't forget to create a supportive environment for the students to share their reflections openly. Encourage them to do it. It is very important to be an active listener and ask them questions to further their reflections. We can also incorporate visual aids. The focus would be on their thoughts and interpretations of the topic.

