RESULT 5 · TRAINING

Educator Training Programme – Two Days in Poland

The full two-day G-PRO training programme for adult educators, with aims, learning outcomes, timed agendas, methods, materials, evaluation and post-training follow-up.

Co-funded by the European Union

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G-PRO · Green Prompt · Erasmus+ KA210-ADU · Project number 2025-1-PT01-KA210-ADU-000355316 · Free open educational resource · g-pro.elnlab.eu

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The full two-day G-PRO training programme for adult educators, with aims, learning outcomes, timed agendas, methods, materials, evaluation and post-training follow-up.

Overview

This programme prepares adult educators to run G-PRO sessions with seniors aged 55 and over. Over two days, participants explore why AI and sustainability matter in senior education, play the physical board game and G-PRO Online as learners, practise facilitating, and learn to use the G-PRO Handbook as a support tool. After the training, each participant plans and delivers local senior workshops using the five session plans in these materials.

Item	Details
Format	Face-to-face, two full days
Dates	15–16 October 2026
Location	Poland, hosted by Fundacja Edu Active (training lead)
Participants	Adult educators selected by the three partners (staff or external): Associação de Melhoramentos e Bem Estar Social de Pias (AMBESP) (Portugal), RRINOVA OÜ (Estonia) and Fundacja Edu Active (Poland); 12+ educators overall
Language	English, with support in partner languages where needed
Certification	Europass certificate on successful completion
Follow-up	Online check-in after the training to plan local sessions and review the assessment methodology

Aims

The training aims to:

- build educators' understanding of key sustainability topics and of how AI can support sustainable living in later life;
- give educators first-hand experience of game-based learning with G-PRO, as players and as facilitators;
- equip educators to facilitate and adapt the physical and digital game for seniors with different levels of digital literacy;
- introduce and validate the G-PRO Handbook and show how to use it alongside the game;
- prepare educators to run, evaluate and improve the local senior workshops.

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Learning outcomes

By the end of the training, participants will be able to:

1. explain key sustainability topics covered by G-PRO, including the circular economy, energy conservation and climate adaptation, in plain language suitable for seniors;
2. describe how AI tools such as ChatGPT, Microsoft Copilot and Google Gemini can support sustainable living, and what their limits and risks are;
3. explain the principles of game-based learning for seniors and how G-PRO applies them;
4. facilitate a session with the physical board game and with G-PRO Online, including the group vote and Own It commitments;
5. adapt the game and its AI challenges for different digital literacy levels, group sizes and accessibility needs;
6. guide seniors through the ASK, EVALUATE and DECIDE steps of the AI Prompt cards, safely and critically;
7. recognise common learning barriers for older adults and respond to them;
8. connect game topics to real-life actions seniors can take at home and in their community;
9. integrate G-PRO Handbook topics into game sessions and refer to them during play;
10. evaluate seniors' progress before and after the workshops and gather and use their feedback.

Participant profile

The training is designed for adult educators, trainers, social and community workers, librarians and volunteers who:

- work, or will work, with adults aged 55 and over in community, social, cultural or learning settings;
- will deliver the local G-PRO senior workshops in their country;
- have basic digital skills (using a smartphone and a web browser). No prior experience of AI tools or game-based learning is needed.

Before the training, participants complete a short pre-training questionnaire about their experience, their confidence with AI tools and sustainability topics, and the seniors they work with. Trainers use this to form mixed teams.

Pedagogical approach

The training models the approach educators will use with seniors. Participants learn by doing: they play first, reflect second and plan third.

- **Experiential learning:** participants play G-PRO as learners before they facilitate it.
- **Human-centred AI:** following Ben Shneiderman's view of AI as a tool that should extend human abilities while people remain in control, the AI Prompt cards keep the decision with the person.

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- **Fast and slow thinking:** Daniel Kahneman's distinction between fast, intuitive System 1 thinking and slow, deliberate System 2 thinking underpins how G-PRO encourages people to question green claims and AI answers.
- **Flow:** Mihaly Csikszentmihalyi's concept of flow, the absorbed state that comes with clear goals, immediate feedback and a balance between challenge and skill, informs how educators pace and adapt the game.
- **Peer learning:** educators from three countries share practice, adapt materials to their contexts and support each other after the training.

Day 1: Why, what and how: playing G-PRO

Focus: why AI and sustainability matter in senior education, the key topics, how games enhance senior learning, and the physical board game.

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Time	Activity	Method	Materials
09:00 – 09:30	Welcome, introductions and programme overview	Icebreaker: "a green habit from my grandparents"; overview of the two days	Name badges, programme handout, flip chart
09:30 – 09:45	Pre-training self-assessment	Short individual questionnaire on knowledge and confidence	Self-assessment form
09:45 – 10:30	Why AI and sustainability matter in senior education	Short input and group discussion: active ageing, digital inclusion, older adults as holders of sustainable know-how, risks of exclusion and scams	Slides, G-PRO project overview
10:30 – 10:45	Coffee break		
10:45 – 11:45	Key topics: circular economy, energy conservation, climate adaptation	Three rotating stations (20 minutes each); each station uses selected G-PRO cards and the matching G-PRO Handbook topic	Selected cards (for example KR-10, KR-08, KE-12, KE-20, KW-18, W-08), handbook extracts, station posters
11:45 – 12:30	How games enhance senior education	Input on game-based learning and flow; pairs reflect on their own experience of learning through play; introduction to the G-PRO design	Slides, rules summary, letter tiles
12:30 – 13:30	Lunch		
13:30 – 13:45	Setting up the physical game	Trainer demonstration: setup, the board, the four letters, rewards	Full printed game sets (one per team), large-print turn summary
13:45 – 14:45	Team play: educators play the physical game	Teams of 4 to 6 play as learners; one trainer per two tables observes	Game sets, die, commitment sheets
14:45 – 15:00	Coffee break		
15:00 – 15:45	Guided gameplay: understanding the mechanics	Trainer-led walk-through of the Community Hub, Power Cards, Wild Cards, the group vote and Own It; teams replay tricky moments	Game sets, Power Cards, rules document
15:45 – 16:30	Adapting AI challenges to different digital literacy levels	Teams take two AI Prompt cards and prepare three versions: no device, shared device, own device; quick demonstrations	AI Prompt cards (for example AI-03, AI-04, AI-08, AI-13), tablets or smartphones, Wi-Fi
16:30 – 16:50	Reflection: what did we learn as players?	Round: one insight, one question, one thing to try	Flip chart
16:50 – 17:00	Day 1 evaluation	Short written evaluation	Day 1 evaluation form

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Day 1 facilitation notes

- **Rotating stations:** at each station, participants play two or three cards, then read the matching G-PRO Handbook extract and discuss how they would explain the topic to seniors. Circular economy links to the handbook topic on waste, repair and recycling; energy conservation to the energy topic; climate adaptation to the water and nature topics.
- **Team play:** ask each team to choose one member who will also take notes as an observer: what made answers genuine, when did the vote work well, where did players get stuck?
- **Guided gameplay:** focus on the decisions facilitators must make, not on memorising rules. Use real examples from the morning's games.
- **Adapting AI challenges:** for each card, teams answer three questions. What does a complete beginner need? What does a confident user need? What could go wrong with privacy?

FACILITATOR NOTE

Let educators experience a vote that goes against them. Feeling what it is like to have an answer judged "Partly" is the best preparation for handling it kindly with seniors.

Day 2: Digital game, teaching methods and the handbook

Focus: G-PRO Online and practical teaching methods, senior learning barriers, introducing and validating the G-PRO Handbook, integrating the handbook into game sessions, and planning local workshops.

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Time	Activity	Method	Materials
09:00 – 09:15	Welcome back and Day 1 report-back	Participants report on their Own It commitments from Day 1	Commitment sheets
09:15 – 10:15	Using G-PRO Online	Trainer demonstration on a projector, then teams play a short game with one person operating; practise the vote, Own It, Adjust, Short session and commitments	Laptops, projector, Wi-Fi, Play Online page
10:15 – 10:45	Practical teaching methods with the digital game	Discussion: when to use physical, digital or both; operating the screen while leading discussion; involving seniors in operating the game	Facilitator Guide
10:45 – 11:00	Coffee break		
11:00 – 12:00	Troubleshooting common senior learning barriers	Scenario cards in small groups (for example a dominant player, a hearing difficulty, fear of technology, a scam worry, a wrong AI answer); short role-plays	Scenario cards, troubleshooting table from the Facilitator Guide
12:00 – 12:45	Introducing and validating the G-PRO Handbook	Overview of the handbook; groups review assigned chapters against a validation checklist (clarity, accuracy, accessibility, relevance in their country)	G-PRO Handbook drafts, validation checklist
12:45 – 13:45	Lunch		
13:45 – 14:30	Using the handbook as a support tool for game-based learning	Input and demonstration: handbook before, during and after a session; matching card themes to handbook topics	Handbook, card-to-topic map, selected cards
14:30 – 15:15	Integrating handbook sections into game sessions	Micro-teaching: pairs facilitate a 10-minute game segment and refer to a handbook topic during play; peers give feedback	Game sets or G-PRO Online, handbook, feedback form
15:15 – 15:30	Coffee break		
15:30 – 16:15	Planning local workshops	National teams map the five-workshop programme to their context: recruitment, venue, accessibility, digital set-up, evaluation	Workshop session plans, planning template
16:15 – 16:30	Evaluating seniors' progress	Introduction to the before-and-after self-assessment and feedback tools used in the workshops	Senior self-assessment and feedback forms
16:30 – 16:45	Post-training self-assessment and final evaluation	Individual questionnaire repeating the pre-training items, plus overall evaluation	Self-assessment form, final evaluation form

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Time	Activity	Method	Materials
16:45 – 17:00	Closing and Europass certificates	Personal commitment for local delivery; certificate presentation	Europass certificates, group photo (with consent)

Day 2 facilitation notes

- **G-PRO Online:** make sure every participant operates the game at least once. Practise entering votes, using "Everyone agrees", typing an Own It commitment, marking a commitment Done, and correcting a score with Adjust.
- **Learning barriers:** typical barriers to explore include hearing and sight difficulties, fatigue, low confidence with technology, fear of making mistakes in front of others, mistrust of AI, worries about scams and privacy, low literacy, and financial sensitivity around green choices.
- **Handbook validation:** collect each group's checklist and comments. These go to the handbook authors as part of the validation process.
- **Referencing topics during gameplay:** model short, natural references, for example: "That is a great question about plastic numbers. There is a page on that in the handbook's recycling chapter; let us look at it after this turn."

TIP

Keep the micro-teaching short and safe. Ten minutes of facilitation, five minutes of feedback using "one thing that worked, one thing to try" is enough.

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Card-to-handbook map for trainers

Card theme	Example cards	G-PRO Handbook topic
Water	KW-07 30°C or 60°C?, KW-10 Thirst and Age, KW-18 Drought and Flood in the Same Year	Water
Energy	KE-04 Jumper or Heating?, KE-12 Draught-Proofing, KE-21 Your Energy Bill	Energy
Nature	KN-06 Nature and How You Feel, KN-08 Composting, KN-18 A Small Wildflower Patch	Nature (for KN-08: Waste, repair and recycling)
Recycling	KR-04 Plastic Types 1 to 7, KR-08 The EU Right to Repair, KR-12 The Repair Café	Waste, repair and recycling
Shopping	KS-04 The Imperfect Vegetables, KS-14 Green Labels: Which Ones Mean Something?, KS-16 Where Do Donated Clothes Go?	Shopping and greenwashing
AI Prompt	AI-03 The Vague Question, AI-12 The Follow-Up Question, AI-17 Find What AI Gets Wrong	Writing prompts; thinking critically
AI Prompt (safety)	AI-08 The Voice Scam, AI-18 AI and Health Questions	Staying safe
Wild	W-01 Memory Round, W-17 Ask the Eldest, W-18 Community Action	Living well and connected

Methods used

- Short interactive inputs (no longer than 20 to 30 minutes).
- Playing the game as learners in mixed international teams.
- Guided walk-throughs and replays of game situations.
- Station-based exploration of sustainability topics.
- Scenario work and role-play on learning barriers.
- Peer review and validation of the G-PRO Handbook.
- Micro-teaching with peer feedback.
- Action planning in national teams.
- Individual reflection and self-assessment.

Materials needed

Game materials

- One full printed G-PRO set per team of 4 to 6 (board on A2, 150 Challenge and Wild Cards, 32 Power Cards, letter tiles, pawns, die, point tokens or score sheets).
- Large-print turn summaries and letter tables.

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- Commitment sheets and pens.

Digital equipment

- Laptops (one per team for Day 2) and a projector with screen.
- Tablets or smartphones for AI Prompt cards (participants' own devices are fine).
- Reliable Wi-Fi, with access tested in advance.
- Access to at least one AI tool (ChatGPT, Microsoft Copilot or Google Gemini).

Print materials

- Programme, Facilitator Guide, workshop session plans and the guide to adapting G-PRO.
- G-PRO Handbook (draft for validation), with validation checklists.
- Pre- and post-training self-assessment forms, daily evaluation forms.
- Scenario cards for the learning-barriers session.
- Planning templates for local workshops.
- Senior self-assessment and feedback forms (for introduction on Day 2).

Room

- A main room with tables for team play and space to move between stations.
- Flip charts, markers, sticky notes and stickers.
- Accessible venue, with quiet space available.

Evaluation

The training is evaluated with the assessment methodology developed by Fundacja Edu Active, within the overall evaluation and quality assurance led by the coordinator, AMBESP. It uses several simple tools.

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Tool	When	What it measures
Pre-training self-assessment	Day 1 morning	Baseline knowledge and confidence against the learning outcomes
Day 1 evaluation form	End of Day 1	Satisfaction, relevance, pace, what to change on Day 2
Observation notes	During team play and micro-teaching	Facilitation skills in practice
Handbook validation checklist	Day 2	Clarity, accuracy and usefulness of the G-PRO Handbook
Post-training self-assessment	End of Day 2	Change in knowledge and confidence (same items as the pre-training form)
Final evaluation form	End of Day 2	Overall satisfaction, most and least useful parts, readiness to deliver
Follow-up check-in	After the training	Progress with local planning and use of the assessment methodology

The self-assessment uses a simple scale (for example 1 to 5) for each learning outcome, so trainers can compare the before and after scores and report the change.

Europass certificate

Participants who attend both days and complete the evaluation receive a Europass certificate (Europass Mobility or an equivalent Europass-compatible certificate, according to the project's arrangements) describing the training, its learning outcomes and the competences developed. Trainers should prepare certificates in advance with participants' names spelled correctly, and present them at the end of Day 2.

WATCH OUT

Confirm the exact certificate format with the coordinator before the training, and collect the participant details needed for the certificate on Day 1.

Post-training follow-up

The training does not end on Day 2. A structured follow-up supports educators while they plan and deliver the local senior workshops.

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When	What	Who
Within one week	Training materials, slides and evaluation summary shared with participants	Fundacja Edu Active
Before local workshops begin	Online check-in (about 90 minutes): progress with recruitment and venues, questions on the session plans, review of the assessment methodology	All participants, trainers
During the workshops	Informal peer support between national teams through the partnership's agreed communication channel	Participants
After the workshops	Sharing of results: senior self-assessments, feedback forms, facilitator reflections and suggestions for improving the materials	All partners

Online check-in agenda (about 90 minutes)

Time	Activity	Method	Materials
0:00 – 0:10	Welcome and quick round	Each participant shares one update	Video call
0:10 – 0:40	Planning local sessions	National teams present their plans: recruitment, dates, venues, accessibility, digital set-up	Planning templates
0:40 – 1:05	Reviewing the assessment methodology	Walk-through of the before-and-after self-assessment, feedback forms and how to record results consistently across countries	Senior self-assessment and feedback forms
1:05 – 1:20	Questions and problem-solving	Open discussion; trainers and peers answer questions	Shared notes
1:20 – 1:30	Next steps	Agree deadlines for sharing results	Shared notes

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