RESULT 5 · TRAINING

Worksheets and Handouts

Printable handouts, checklists and templates used in the educator training and the five senior workshops.

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RESULT 5 · TRAINING

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Printable handouts, checklists and templates used in the educator training and the five senior workshops.

How to use these handouts

This document collects the printable handouts that the educator training programme and the five senior workshop plans refer to. Each handout starts with its own heading so it can be printed on its own. Print anything that seniors fill in or read in large type (at least 14 point), and offer to read it aloud.

Some forms named in the plans are already in the G-PRO toolkit and are not repeated here:

- **Senior Learner Pre-Workshop Questionnaire**: the baseline self-assessment in Workshop 1.
- **Senior Learner Post-Workshop Questionnaire**: the post-assessment in Workshop 5.
- **Feedback Forms**: Form A is the final evaluation form for the educator training (end of Day 2); Form B is the senior workshop session feedback form.
- **Facilitator Competency Evaluation**: self-assessment and observer evaluation of facilitation skills.
- **Participant Information and Consent**: needed before any photos, recordings or data collection.
- **Certificate Wording**: for the Europass certificates and the senior certificates.

The card-to-handbook map, the accessibility checklist and the print and play checklist are in the Educator Training Programme, Adapting G-PRO for Different Groups and the Facilitator Guide.

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Educator training

Handout	Used when
Pre-training questionnaire	Before the training, to form mixed teams
Educator self-assessment (pre- and post-training)	Day 1, 09:30 (pre); Day 2, 16:30 (post)
Station posters: key topics	Day 1, 10:45 rotating stations
Team play observation notes	Day 1, 13:45 team play; Day 2 micro-teaching
Adapting AI challenges worksheet	Day 1, 15:45
Day 1 evaluation form	Day 1, 16:50
Scenario cards: senior learning barriers	Day 2, 11:00
Handbook validation checklist	Day 2, 12:00
Micro-teaching feedback form	Day 2, 14:30
Local workshop planning template	Day 2, 15:30; online check-in after the training
Large-print turn summary and letter table	Day 1 team play; Day 2
Vote card	Day 1 team play; Day 2
Commitment sheet	Day 1 team play; Day 2 report-back

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Senior workshops

Handout	Used in
Programme handout: the five G-PRO workshops	Workshop 1
"Our first prompts" sheet	Workshop 1 (and the "Our journey" review in Workshop 5)
Large-print turn summary and letter table	Workshops 2, 3 and 5; any G-PRO session
Vote card	Workshops 2, 3 and 5; any G-PRO session
Commitment sheet	Workshops 2, 3 and 4
Prompt practice sheet: "Vague question, better question"	Workshop 3
"My green plan" worksheet	Workshops 4 and 5
Take-home sheets	Workshops 1 to 5
Quick feedback sticker sheet	Workshops 1 to 4
Facilitator observation record	Workshops 1 to 5
Final round mini-deck checklist	Workshop 5
End-of-series feedback form	Workshop 5

FACILITATOR NOTE

Forms that collect information about participants (questionnaires, observation records, commitment sheets, green plans) must be stored securely, kept only as long as the project needs them, and anonymised before sharing with partners.

Pre-training questionnaire

For educators, completed before the training. Trainers use the answers to form mixed teams.

Participant code: _____

Partner organisation: _____

Country: _____

Your experience

How long have you worked with adults aged 55 and over?

- [ ] Not yet, I will start with G-PRO
- [ ] Less than 1 year

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- [ ] 1 to 5 years
- [ ] More than 5 years

In which settings do you work with seniors? Tick all that apply.

- [ ] Community or senior centre
- [ ] Library
- [ ] Social or care setting
- [ ] Cultural or learning setting
- [ ] Volunteer group
- [ ] Other: _____

Have you used game-based learning before?

- [ ] Yes, often
- [ ] Yes, a few times
- [ ] No

Your confidence

1 = not at all confident, 5 = very confident

Statement	1	2	3	4	5
Using AI tools such as ChatGPT, Microsoft Copilot or Google Gemini	☐	☐	☐	☐	☐
Explaining AI to seniors in plain language	☐	☐	☐	☐	☐
Talking about sustainability topics (water, energy, nature, recycling, shopping)	☐	☐	☐	☐	☐
Leading a group discussion with seniors	☐	☐	☐	☐	☐
Using a web browser and a projector in a session	☐	☐	☐	☐	☐

The seniors you work with

How would you describe the digital skills of most of the seniors you work with?

- [ ] Starting out: rarely or never use a smartphone or computer
- [ ] Getting comfortable: use a phone for calls, messages or photos
- [ ] Confident: use apps, the internet and email
- [ ] Advanced: use AI tools regularly
- [ ] A mix of levels

What accessibility needs do you often meet in your groups?

_____

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What would you most like to gain from the training?

_____

Educator self-assessment (pre- and post-training)

Completed on the morning of Day 1 (pre-training) and again at the end of Day 2 (post-training). The items are the same both times, so trainers can compare the scores and report the change.

Participant code: _____

Date: _____

☐ Pre-training (Day 1)

☐ Post-training (Day 2)

For each statement, tick how well you can do this now.

1 = not at all, 2 = a little, 3 = partly, 4 = well, 5 = very well

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

Post-training only: which outcome has changed most for you, and why?

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Post-training only: which outcome do you still want support with?

FACILITATOR NOTE

This form measures the training's learning outcomes. The Facilitator Competency Evaluation in the toolkit is a separate tool for facilitation skills before training and after delivering workshops.

Station posters: key topics

Print one poster per station for the Day 1 rotating stations (20 minutes each). Trainers place the selected cards and the matching G-PRO Handbook extract at each station.

Station 1: Circular economy

Handbook topic: Waste, repair and recycling

Cards at this station: _____

1. Play two or three cards as a group.
2. Read the handbook extract.
3. Discuss: how would you explain this topic to seniors?

Our best plain-language explanation: _____

Station 2: Energy conservation

Handbook topic: Energy

Cards at this station: _____

1. Play two or three cards as a group.
2. Read the handbook extract.
3. Discuss: how would you explain this topic to seniors?

Our best plain-language explanation: _____

Station 3: Climate adaptation

Handbook topics: Water; Nature

Cards at this station: _____

1. Play two or three cards as a group.
2. Read the handbook extract.

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3. Discuss: how would you explain this topic to seniors?

Our best plain-language explanation: _____

FACILITATOR NOTE

The programme suggests choosing station cards from KR-10, KR-08, KE-12, KE-20, KW-18 and W-08. Write the cards you use on each poster.

Team play observation notes

One team member observes while also playing (Day 1 team play). The same sheet can be used by trainers observing team play and micro-teaching.

Team: _____

Observer: _____

What made answers genuine?

_____

When did the vote work well?

_____

Where did players get stuck?

_____

Card	What happened	Vote result	Note for facilitators

One moment to replay in the guided gameplay session:

_____

Adapting AI challenges worksheet

Day 1, adapting AI challenges to different digital literacy levels. Each team takes two AI Prompt cards (for example AI-03, AI-04, AI-08, AI-13) and prepares three versions of each.

Team: _____

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Card 1

Card code and title: _____

Version	How the card runs	Who types or speaks	Support the player needs
No device			
Shared device			
Own device			

What does a complete beginner need?

_____

What does a confident user need?

_____

What could go wrong with privacy?

_____

Card 2

Card code and title: _____

Version	How the card runs	Who types or speaks	Support the player needs
No device			
Shared device			
Own device			

What does a complete beginner need?

_____

What does a confident user need?

_____

What could go wrong with privacy?

_____

TIP

The digital literacy table in Adapting G-PRO for Different Groups describes the four levels (starting out, getting comfortable, confident, advanced) and the AI Prompt card format for each.

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Day 1 evaluation form

Anonymous. About five minutes. Completed at the end of Day 1.

1 = strongly disagree, 5 = strongly agree

Statement	1	2	3	4	5
I was satisfied with Day 1 overall	☐	☐	☐	☐	☐
The content was relevant to my work with seniors	☐	☐	☐	☐	☐
The pace of the day was right	☐	☐	☐	☐	☐
Playing the game as a learner helped me understand it	☐	☐	☐	☐	☐
I understand how to adapt AI challenges for different digital literacy levels	☐	☐	☐	☐	☐

The most useful part of today was:

_____

What should we change on Day 2?

_____

A question I still have:

_____

Scenario cards: senior learning barriers

Day 2, troubleshooting common senior learning barriers. Cut out the cards. Each small group takes one or two cards, discusses the questions and prepares a short role-play.

For every card, discuss:

1. What is the barrier, and how might the senior be feeling?
2. What would you say and do in the moment?
3. What could you plan before the next session to prevent it?

Use the troubleshooting table and the inclusive facilitation section of the Facilitator Guide to check your ideas.

Scenario card 1: A dominant player

One player answers every card, including other people's, and comments on every vote. Two quieter players have stopped speaking.

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Scenario card 2: A hearing difficulty

A player often answers a different question from the one on the card. You notice they are sitting next to the kitchen door.

Scenario card 3: Fear of technology

When the shared tablet is passed to her, a player pushes it away and says, "I will break it. I am too old for this."

Scenario card 4: A scam worry

During an AI Prompt card, a player says their neighbour lost money after a phone call from someone who sounded like her grandson. Others become worried about using AI at all.

Scenario card 5: A wrong AI answer

The chatbot gives a confident answer about local recycling rules that two players say is wrong for their town.

Scenario card 6: A sight difficulty

A player cannot read the card or the screen and is relying on their neighbour to whisper what is happening.

Scenario card 7: Fatigue

After an hour, several players are tired, answers are getting shorter and one player says they want to go home.

Scenario card 8: Fear of making mistakes in front of others

A player passes every card and says, "I do not want to say something silly."

Scenario card 9: Mistrust of AI

A player says, "These machines are lying to us. I will not use them," and refuses the AI Prompt card.

Scenario card 10: Low literacy

A player always asks someone else to read the card and avoids writing down their commitment.

Scenario card 11: Financial sensitivity

A card asks about buying a more efficient appliance. A player goes quiet and later says green choices are only for people with money.

FACILITATOR NOTE

These are practice situations, not real cases. Keep role-plays short and kind, and swap roles so everyone tries being the facilitator.

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Handbook validation checklist

Day 2, introducing and validating the G-PRO Handbook. Each group reviews its assigned chapters. Trainers collect every checklist and the comments go to the handbook authors as part of the validation process.

Group: _____

Country: _____

Date: _____

Chapters reviewed

- [ ] Welcome
- [ ] What is AI
- [ ] Getting started with a chatbot
- [ ] Writing prompts
- [ ] Thinking critically
- [ ] Staying safe
- [ ] Water
- [ ] Energy
- [ ] Nature
- [ ] Waste, repair and recycling
- [ ] Shopping and greenwashing
- [ ] Living well and connected
- [ ] Quick reference

Rating

Complete one table for each chapter. 1 = strongly disagree, 5 = strongly agree

Chapter: _____

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Statement	1	2	3	4	5
Clarity: the language is plain and easy for seniors to follow	☐	☐	☐	☐	☐
Clarity: new words (such as "prompt" or "greenwashing") are explained	☐	☐	☐	☐	☐
Accuracy: the information is correct, as far as we can check	☐	☐	☐	☐	☐
Accuracy: advice on AI, health, money and safety is careful and responsible	☐	☐	☐	☐	☐
Accessibility: text size, layout and contrast suit older readers	☐	☐	☐	☐	☐
Accessibility: the chapter works for readers with low digital confidence	☐	☐	☐	☐	☐
Relevance: the examples fit everyday life in our country	☐	☐	☐	☐	☐
Relevance: the chapter links clearly to the G-PRO cards	☐	☐	☐	☐	☐

Chapter: _____

Statement	1	2	3	4	5
Clarity: the language is plain and easy for seniors to follow	☐	☐	☐	☐	☐
Clarity: new words (such as "prompt" or "greenwashing") are explained	☐	☐	☐	☐	☐
Accuracy: the information is correct, as far as we can check	☐	☐	☐	☐	☐
Accuracy: advice on AI, health, money and safety is careful and responsible	☐	☐	☐	☐	☐
Accessibility: text size, layout and contrast suit older readers	☐	☐	☐	☐	☐
Accessibility: the chapter works for readers with low digital confidence	☐	☐	☐	☐	☐
Relevance: the examples fit everyday life in our country	☐	☐	☐	☐	☐
Relevance: the chapter links clearly to the G-PRO cards	☐	☐	☐	☐	☐

Specific comments

Chapter and page	What we noticed	Suggested change

Anything that does not apply in our country (for example recycling schemes, heating systems, labels):

_____

Overall, is the chapter ready to use with seniors?

☐ Yes

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- [ ] Yes, with small changes
- [ ] Needs major changes

Micro-teaching feedback form

Day 2, integrating handbook sections into game sessions. Pairs facilitate a 10-minute game segment and refer to a handbook topic during play. Peers give five minutes of feedback.

Pair: _____

Format:

- [ ] Physical game
- [ ] G-PRO Online

Card or cards played: _____

Handbook topic referred to: _____

During the segment, the pair…	Yes	Partly	Not seen
read the card aloud and showed it			
invited every player into the discussion			
let the group, not the facilitator, decide the reward			
referred to the handbook topic in a short, natural way			
kept to time			

One thing that worked:

_____

One thing to try:

_____

Local workshop planning template

Completed by national teams on Day 2 (planning local workshops) and presented at the online check-in after the training.

Country: _____

Organisation: _____

Team members: _____

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Dates and venues

Workshop	Date	Time	Venue	Lead facilitator	Helper
1. Introduction to AI and Sustainability for Seniors					
2. The G-PRO Physical Board Game					
3. Digital AI Learning Session with G-PRO Online					
4. Applying AI and Sustainability in Daily Life					
5. Assessment and Certification					

Recruitment

Target number of seniors: _____

Where we will recruit (centres, clubs, libraries, partners): _____

How we will register people and ask about accessibility needs: _____

Recruitment deadline: _____

Venue and accessibility

- [ ] Accessibility checklist from Adapting G-PRO for Different Groups completed for the venue
- [ ] Step-free access and accessible toilets
- [ ] Quiet room with good, even light
- [ ] Tables for groups of 4 to 6
- [ ] Hearing loop or microphone, if needed
- [ ] Refreshments arranged

Notes: _____

Digital set-up

- [ ] Wi-Fi tested at the venue
- [ ] Laptop and projector or large screen for G-PRO Online
- [ ] Tablets or smartphones for small groups
- [ ] AI tool chosen and prepared with a facilitator account or without sign-in
- [ ] Plan for AI Prompt cards: own devices, shared device or no devices
- [ ] Same device and browser available for every session that uses G-PRO Online

AI tool we will use: _____

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Materials

- [ ] Printed game sets (one per table)
- [ ] Large-print turn summaries, letter tables and vote cards
- [ ] G-PRO Handbook chapters for each workshop
- [ ] Handouts from this document for each workshop
- [ ] Certificates prepared for Workshop 5

Evaluation

- [ ] Consent forms ready (Participant Information and Consent)
- [ ] Participant codes prepared
- [ ] Senior Learner Pre-Workshop Questionnaire printed for Workshop 1
- [ ] Senior Learner Post-Workshop Questionnaire printed for Workshop 5
- [ ] Feedback forms printed
- [ ] Observer for the Facilitator Competency Evaluation arranged
- [ ] Secure storage for forms agreed

Who will record and share results: _____

Deadline for sharing results: _____

Adapting for our context

Main digital literacy level expected: _____

Adaptations we plan: _____

Questions for the online check-in

_____

_____

Large-print turn summary and letter table

Print in large type, laminate, and place one in the middle of each table. Also send it by post or email before an online session.

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The four letters

Letter	Stands for	How you earn it
G	Green Literacy	Water, Energy, Nature and Recycling cards
P	Prompt Intelligence	AI Prompt cards, when you complete ASK, EVALUATE and DECIDE
R	Real-World Reasoning	Shopping cards
O	Own It	Any card, when you name a specific commitment and the group votes YES

The first player with G, P, R and O calls "G-PRO!" and wins.

Your turn

1. **Roll and move** clockwise.
2. **Draw** one card on a white circle. On a star, draw two, keep one and put the other at the bottom of the deck.
3. **Read aloud.** You or the facilitator reads the card.
4. **Answer and discuss.** Everyone joins in.
5. **The group decides** the reward.
6. **Own It.** Name a specific commitment if you want to try for O.
7. **Pass the die** clockwise.

> **REMEMBER**
> Letters are never automatic. The group decides.

Vote card

Print in large type and laminate. One per table.

Before we vote, ask:

1. Was the answer **personal and specific** to this player's real life?
2. Did the player share a **genuine thought, memory, reason or plan**?
3. For O: is the commitment **clear enough** that we will know next session whether it was done?

How we vote

Everyone except the player answering votes at the same time.

Thumbs up	Thumbs down
Genuine: the player earns the reward on the card	Not yet: the player earns Community Points instead

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Facilitation option: some groups add a flat hand for "Partly", as in G-PRO Online. If you use it, agree in advance what each result earns.

REMEMBER

The vote is about the answer, not the person.

Commitment sheet

Use in every game session. Write each Own It commitment with the player's first name. Bring the sheet back for the report-back.

Group: _____

Date of session: _____

A good commitment passes the **who, what, when** test: could the group check next session whether it happened?

First name	My commitment (what and when)	Done at report-back?	What happened?
		Yes / Not yet	
		Yes / Not yet	
		Yes / Not yet	
		Yes / Not yet	
		Yes / Not yet	
		Yes / Not yet	

FACILITATOR NOTE

A completed commitment earns 5 Community Points if the game continues. If a commitment was not done, ask what got in the way; the player can carry it forward. Keep this sheet as a paper back-up to the commitments saved in G-PRO Online.

Programme handout: the five G-PRO workshops

For seniors. Hand out in Workshop 1.

Welcome to G-PRO. Over five workshops we will talk about everyday green choices and try some new technology together. You already know a lot about living well with less. We want to learn from you.

Each workshop lasts about 2.5 hours, with a break.

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Workshop	What we will do
1. Introduction to AI and sustainability	Get to know each other, share what we already know, and ask a chatbot our first question
2. The G-PRO board game	Learn and play the G-PRO board game, and make a first small promise to try at home
3. G-PRO Online and AI	Play G-PRO on a big screen, ask better questions, and learn to spot AI mistakes and scams
4. AI and green living every day	Tell the group how your promise went, and make your own green plan
5. Looking back and celebrating	Play a final round, tell us what you think, and receive your certificate

Our ground rules:

- One person speaks at a time.
- Every experience counts.
- It is fine to pass.
- There are no silly questions.

My workshop dates: _____

"Our first prompts" sheet

Workshop 1, first steps with a chatbot. One sheet per table. Keep it for the "Our journey" review in Workshop 5.

> **REMEMBER**
>
> Before anyone types: no full names, addresses, phone numbers, dates of birth, or bank or health details.

Our question for the chatbot	Was the answer useful?	What surprised us?
	Yes / A little / No	
	Yes / A little / No	
	Yes / A little / No	
	Yes / A little / No	

One answer our table will share with the room:

_____

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Prompt practice sheet: "Vague question, better question"

Workshop 3, better prompts. Large print. Work in pairs.

Step 1: My vague question

_____

Step 2: Add who, where and what

Add...	Example	My version
Who I am	In my seventies, living alone	
Where I live	A flat in a small town	
What I want	To reduce my heating bill this winter without being cold	

REMEMBER

Give approximate details only. "I am in my seventies and live in a small town" is enough.

Step 3: My better question

_____

_____

Step 4: My follow-up question

For example: "Which of these costs nothing?" or "Is any of this risky for an older person?"

_____

Step 5: ASK, EVALUATE, DECIDE

Step	What I do	My notes
ASK	I ask my better question	
EVALUATE	Is the answer about me? Is it right? What did it miss?	
DECIDE	What will I do? What did the AI get wrong?	

REMEMBER

The AI gives ideas. You decide.

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"My green plan" worksheet

Workshop 4. Large print. Bring it to Workshop 5.

My first name: _____

Date: _____

One thing I will keep doing:

_____

One thing I will start doing this month:

_____

One thing I will do with others:

_____

Who or what will help me:

_____

How I will know I have done it:

_____

Check with a partner: who, what, when

- ☐ It is clear **who** will do it.
- ☐ It is clear **what** I will do.
- ☐ It is clear **when** I will do it.

For Workshop 5: how did it go?

_____

REMEMBER

Your plan belongs to you. A small plan that happens is better than a big one that does not. Ideas from a chatbot are optional.

Take-home sheets

One sheet for each workshop. Hand out at the end of the session.

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Workshop 1: My green know-how

Before next week, think of one thing you do at home that saves water, energy or money, or avoids waste. It could be something you learnt from a parent or grandparent. Be ready to share it.

My green know-how: _____

If you would like to try something new: with a family member, a friend or on your own, ask a chatbot one question about your home or garden.

My question: _____

Was the answer useful?

- [ ] Yes
- [ ] A little
- [ ] No

> **REMEMBER**
>
> Do not share personal details with a chatbot.

Workshop 2: Try your commitment

Carry out the Own It commitment you made today. Bring your story to Workshop 4.

My commitment: _____

What was easy? _____

What was difficult? _____

Did anyone else notice? _____

Optional: read the handbook pages you were given and mark one tip you would like to try.

The tip I would like to try: _____

Workshop 3: Ask, check, decide

At home, ask a chatbot one sustainability question from today's game, using the "who, where, what" pattern. Then ask one follow-up question.

Ask. My question: _____

My follow-up question: _____

Check. Check one fact from the answer with another source, such as your municipality's website, a leaflet, a family member or the G-PRO Handbook.

The fact I checked: _____

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Where I checked it: _____

Decide. Was the AI helpful? What did it get wrong or miss?

_____

If you prefer not to use AI at home, write down what you would ask and what you think it would say.

Bring your answer to Workshop 4.

Workshop 4: Start my green plan

Choose one action from your green plan and do it before Workshop 5. If you can, share it with someone else: a neighbour, a friend or a family member.

The action I chose: _____

Who I shared it with: _____

Bring your green plan to Workshop 5.

Workshop 5: Keep it going

Choose one green habit and one AI skill to keep practising over the next month.

My green habit: _____

My AI skill: _____

Share one thing you learnt at G-PRO with someone who was not here, for example a family member, a neighbour or a friend at your club.

I will tell: _____

If you would like to, teach someone else how to play G-PRO. The print and play files and G-PRO Online are free on the G-PRO website.

Quick feedback sticker sheet

Workshops 1 to 4. Copy the statements onto a flip chart or print this page large. Participants place one sticker on a face for each statement.

FACILITATOR NOTE

Form B (senior workshop session feedback) in the toolkit can be used as well, or instead, if you need a written record.

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Workshop 1 feedback

Statement	Happy	Neutral	Unhappy
Today was useful			
I felt comfortable			

Workshop 2 feedback

Statement	Happy	Neutral	Unhappy
I enjoyed the game			
I understood how to play			
I learnt something new			

Workshop 3 feedback

Statement	Happy	Neutral	Unhappy
I can write a better question for a chatbot			
I feel more able to judge an AI answer			

Exit question: one warning sign of a scam is _____

Workshop 4 feedback

Statement	Happy	Neutral	Unhappy
I can use what I learnt in my daily life			
I have a plan I can follow			

Commitment wall: number of completed actions today _____

Facilitator observation record

For the facilitator. Complete after each workshop. Use participant codes, not names.

Workshop number: _____

Date: _____

Facilitator: _____

Number attending: _____

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Every workshop

Accessibility needs observed:

_____

Concerns (including anything that needs your organisation's safeguarding procedure):

_____

What to change for the next workshop:

_____

Digital confidence and independence with the AI tool

Tick one box per participant (Workshop 3 especially; also useful in Workshops 1, 4 and 5).

Participant code	Watched	Dictated	Typed with help	Typed alone

Workshop 2 observations

Cards that produced the best discussions: _____

Rules that caused confusion: _____

AI Prompt cards without devices (skipped, or replaced with a discussion that can earn Community Points but not the P tile). Our group decided: _____

Workshop 3 observations

Difficulties with G-PRO Online: _____

Workshop 4 observations

Station topics that generated most interest: _____

Kinds of actions chosen in green plans (anonymous, with consent): _____

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Workshop 5: final round

Participant code	Writes specific prompts	Questions AI answers	Gives detailed, personal answers

Final round mini-deck checklist

Workshop 5. Build one mini-deck of about 30 cards per table before the session.

- [ ] Four or five Water cards
- [ ] Four or five Energy cards
- [ ] Four or five Nature cards
- [ ] Four or five Recycling cards
- [ ] Four or five Shopping cards
- [ ] Five AI Prompt cards (good choices: AI-12 The Follow-Up Question, AI-17 Find What AI Gets Wrong)
- [ ] Three or four group Wild Cards (for example W-05 Best Tip at the Table, W-06 The Debate, W-16 The Sustainability Promise)
- [ ] Steal and the other competitive Power and Wild Cards left out
- [ ] AI-20 Your Last AI Question kept aside for the whole room at the end
- [ ] Deck shuffled

TIP

If you use G-PRO Online instead, switch on Short session and play with the full mixed deck.

End-of-series feedback form

Workshop 5. Large print. Anonymous. The facilitator may read it aloud. Use it alongside Form B in the toolkit.

Please tick one box for each line.

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The workshops

The workshops...	Not at all	A little	Yes	Very much
were enjoyable				
were useful to me				
went at the right pace				
were easy to take part in (room, print, sound)				

G-PRO and the handbook

I liked...	Not at all	A little	Yes	Very much	I did not try it
the G-PRO board game					
G-PRO Online on the big screen					
the G-PRO Handbook					

The people and the place

I was happy with...	Not at all	A little	Yes	Very much
the facilitators				
the venue				

What should we keep?

_____

What should we change or add?

_____

Thank you. Your ideas will help improve G-PRO for other groups.

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