



WORKSHOP SCENARIO



HOW TO WORK AND CONTROL THE CONCENTRATION OF
DISADVANTAGED ADULTS



Co-funded by
the European Union

DIALOG
of Transformation
Certified Service EDU SMART Training Centre
UKRN 10066099



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PARTICIPANTS:

Educators working with disadvantaged adults.

Duration: 8 lesson hours

OBJECTIVE:

The aim of the training is to provide participants with the knowledge and skills needed to effectively support disadvantaged adults in the context of improving their concentration.

DESCRIPTION:

The training "How to work and control the concentration of disadvantaged adults" is intended to help educators and trainers in working with disadvantaged adults who have difficulty concentrating. The training consists of five parts, including an introduction to concentration, identification of factors affecting concentration, discussion of methods and techniques to improve concentration, exercises and games to improve concentration, and a summary and conclusions. The aim of the training is to provide tools and strategies that will help participants adapt their approach to working with disadvantaged adults and, as a result, improve their ability to concentrate and learn.



EDUCATIONAL OUTCOMES:

After completing the training, participants will:

- knew the factors affecting concentration and how to deal with obstacles to concentration
- understand what specific challenges and needs disadvantaged adults have in terms of concentration
- knew various methods and techniques to improve concentration, including strategies for building commitment and motivation
- be able to use various tools that are designed for disadvantaged adults to help participants adapt them to work with such a group
- have the knowledge and skills to adapt teaching materials and methods to the different learning styles and skill levels of disadvantaged adults
- be able to use different games and tasks to improve concentration when working with disadvantaged adults.



FRAMEWORK PROGRAM:

Part 1: Introduction (duration: 45 minutes)

- Welcome of participants* and introduction of the presenter.
- Presentation of training objectives.
- Getting to know the participants' expectations (an exercise allowing participants to get to know each other and present their expectations regarding the training).
- Discussion of the training agenda and program.
- Explaining what concentration is, its importance and its impact on the learning process of disadvantaged adults.

Part 2: Supporting/enhancing concentration and obstacles to concentration (duration: 90 minutes)

- Presentation of various factors affecting concentration.
- An introduction to the specific challenges and needs of disadvantaged adults that may affect their ability to concentrate.
- Discussion on how to deal with obstacles to concentration such as stress, fatigue, distraction, etc.
- Exercises allowing participants to understand what factors influence their concentration and relate this to the situation of disadvantaged adults.
- An exercise identifying different ways of dealing with difficult situations, such as low motivation, lack of interest in the topic or difficult behavior of disadvantaged adults.



FRAMEWORK PROGRAM:

Part 3: Methods and techniques to improve concentration (duration: 90 minutes)

- Presenting various methods and techniques that help improve concentration.
- An introduction to strategies and techniques that can help build the engagement and motivation of disadvantaged adults and consequently impact their ability to concentrate.
- Discussing the role of visualization, relaxation techniques, mindfulness, etc.
- Practice tools that are designed for disadvantaged adults to help participants adapt to working with such a group.
- Exercises and group discussion to help participants put the presented methods into practice.

Part 4: Activities and games to improve concentration (duration: 90 minutes)

- Discussing how teaching materials and methods can be adapted to the different learning styles and skill levels of disadvantaged adults.
- Practicing games, puzzles and tasks that help improve concentration.
- Activities and group discussion to help participants choose appropriate games and activities to use with disadvantaged adults.



FRAMEWORK PROGRAM:

Part 5: Summary and conclusions (duration: 45 minutes)

- A summary by participants of the main topics and techniques discussed during the training.
- Highlight key findings and recommendations for educators working with disadvantaged adults to improve their concentration.
- Training evaluation and participants' comments.

*Whenever the program mentions educators and participants, it should be understood as both educators/participants (males) and educators/participants (females)



COURSE OF CLASSES:

Part 1: Introduction (duration: 45 minutes) – based on the points of the FRAMEWORK PROGRAM

Development of training points for the educator. Tips.

- Welcome of the participants and introduction of the presenter. The educator begins the meeting by greeting participants and introducing his/her name and role in the training.
- Presentation of training objectives. The instructor discusses the main goals of the training, such as understanding the importance of concentration in adult life, identifying obstacles to concentration, and learning techniques and strategies to improve concentration.
- An exercise allowing participants to get to know each other and present their expectations regarding the training. The leader proposes an exercise aimed at getting to know each other and sharing expectations regarding the training. For example, this could be a short self-introduction round in which participants present their name, profession, a short statement about their concentration experience, and one expectation they have from the training.
- Discussion of the training agenda and program. The instructor presents a detailed training plan, specifying subsequent sections, their duration and the main issues that will be discussed. It assures participants that they will have the opportunity to ask questions and actively participate in all parts of the training.



COURSE OF CLASSES:

- Explaining what concentration is, its importance and impact on the learning process of adults in a dynamically changing world. The instructor gives a short introduction to the topic of concentration. It explains what concentration is, what its importance is in the lives of adults and how the dynamically changing world can affect our ability to focus. It also presents examples of situations in which concentration plays a key role, such as professional work, studies or running a home. In order to introduce the concept of concentration, he/she uses the materials collected in the presentation to the module.

Concentration is the ability to focus on a specific task, information or situation, while ignoring other stimuli and distractions. This means directing your full interest, attention, and mental energy to one place or activity. Concentration enables effective information processing, memory, effective mental work and focus on the activities performed.

In the context of adults in a dynamically changing world, concentration plays a key role. Here are some aspects that explain its importance and impact on the learning process:



COURSE OF CLASSES:

- 1. Learning effectiveness:** Concentration allows to focus on the content being discussed, understand it more deeply and remember the information better. Focused people are more effective in acquiring knowledge and developing skills.
- 2. Work efficiency:** In a dynamically changing world where information flows quickly, the ability to focus is crucial for work efficiency. Concentration allows to effectively perform tasks, solve problems and make decisions.
- 3. Creativity and innovation:** Concentration allows to focus on the creative process, developing new ideas and solutions. Focused people have a greater ability to generate innovative solutions and creative thinking.
- 4. Time management:** Concentration helps in effective time management because it allows to focus on priority tasks and eliminate distractions. Focused people are more effective in planning and implementing tasks.
- 5. Stress reduction:** Concentration can help reduce stress because it allows to focus on the task at hand instead of distracting thoughts and negative emotions. Concentrated people are more resistant to stress and cope with challenges better. In a dynamically changing world in which we are bombarded with information and distractions, the ability to build and stay focused is becoming more and more important. This helps effectively acquire knowledge, take effective actions and achieve success in both personal and professional life.



COURSE OF CLASSES:

- After completing the introductory part, the instructor moves on to the next parts of the training, in which he discusses in detail aspects related to building concentration and dealing with obstacles to concentration in adults in a dynamically changing world.

Part 2: Factors affecting concentration (90 minutes)

Development of training points for the educator. Tips.

- Presentation of various factors affecting concentration. The presenter discusses various factors that may affect participants' concentration. These may be external factors such as noise, disruptions, information overload, as well as internal factors such as stress, fatigue or lack of motivation.
- **Examples of factors affecting the concentration of adults:**
 1. **Physical environment:** Noise, inadequate lighting, and uncomfortable working conditions can make it difficult to focus and lead to distraction.
 2. **Tasks and responsibilities:** Excessive workload, complex tasks, lack of clearly defined goals may make participants have difficulty concentrating.



COURSE OF CLASSES:

3. **Emotions and stress:** Strong emotions such as stress, anxiety, anger or frustration can affect your ability to focus. Participants may become more easily distracted and have difficulty concentrating on the task at hand.
 4. **Fatigue and lack of recovery:** Lack of adequate sleep and rest can lead to fatigue, which affects concentration and performance.
 5. **Distractions:** Distractions from social media, email, phone, or other external factors can make it difficult to concentrate on the task at hand.
 6. **Motivation and interest:** Lack of interest in the topic, lack of motivation to learn or complete a task can lead to loss of concentration.
 7. **Attention disorders:** People diagnosed with attention disorders, such as ADHD, may have difficulty maintaining concentration for long periods of time.
- An introduction to the specific challenges and needs of adults in a dynamically changing world that may affect their ability to concentrate. The presenter presents the challenges that adults encounter in a dynamically changing world, such as fast pace of life, information overload, multitasking, etc. He/she discusses how these challenges may affect the ability to concentrate and focus.



COURSE OF CLASSES:

- Exercises allowing participants to understand what factors influence their concentration and how to counteract distractions. The instructor conducts interactive exercises that allow participants to identify factors that affect their concentration. Participants share their experiences and exchange strategies that help them maintain focus in difficult situations. The presenter also presents effective methods of dealing with distractions and preventing loss of concentration.

Example of a single-task focus exercise: Ask participants to choose one task and focus on it for a specific period of time, such as 20 minutes.

Encourage them to eliminate all distractions and focus completely on the selected task. After time has passed, discuss what difficulties they encountered and how they benefited from focusing their attention on one task.

- An exercise identifying different ways of dealing with difficult situations, such as loss of motivation or difficult behavior of other people. The instructor proposes an exercise in which participants identify various difficult situations they may encounter in the context of concentration. These may include situations of loss of motivation, difficult behavior of other people, inappropriate working conditions, etc. Participants share their experiences and exchange strategies for dealing with these difficulties. The trainer can also introduce examples from life and experience to enrich the discussion and provide practical tips.



COURSE OF CLASSES:

Exercises for the educator for training with adults:

1. **Team sharing:** Ask participants to share in groups their experiences of situations in which they had difficulty concentrating due to loss of motivation or difficult behavior of others. Have them share specific examples and how these situations affected their concentration.
2. **Creating a list of coping strategies:** In groups, ask participants to create a list of different strategies that can help them cope with difficulty in concentrating. These may include motivational techniques, ways of maintaining calm in the face of difficult behavior of other people, relaxation techniques, changes in the work environment, etc. Each group should share their ideas with the rest of the participants.
3. **Discussion and exchange of experiences:** After creating a list of strategies, organize a group discussion in which participants can share their reflections and experiences related to the use of different strategies. Have them talk about which techniques work best for them and what results they have seen after using them.
4. **Individual action planning:** Ask participants to create individual action plans based on the strategies discussed to help them cope with concentration difficulties. Have them identify what specific steps they plan to take to implement these strategies and how they will monitor their progress.
5. **Summary and conclusions:** At the end of the exercise, ask participants to share their conclusions and reflections on strategies for dealing with difficulties in concentration. Discuss what are the key factors that



COURSE OF CLASSES:

influence effective coping and how these strategies can be adapted to different situations.

- After completing the part on supporting concentration and dealing with obstacles, the teacher moves on to discussing methods and techniques for improving concentration, as well as games and tasks that help build concentration in adults.

Part 3: Techniques to improve concentration (90 minutes)

Development of training points for the educator. Tips.

- Presenting various methods and techniques that help improve concentration may include the following:
 1. **Planning and organization techniques:** Discuss the importance of planning and organization in the concentration process. Introduce various methods such as creating task lists, setting priorities, creating a schedule, using technology and time management tools, etc. Explain how these techniques can help participants focus on the most important tasks and avoid distractions.
 2. **Distraction elimination techniques:** Demonstrate various strategies that help eliminate distractions and stay focused. Examples include turning off notifications on your phone and computer while working, creating a calm and quiet work environment, using time management techniques such as the Pomodoro technique (25 minutes on, 5 minutes off), etc.



COURSE OF CLASSES:

3. **Mindfulness exercises:** Discuss the role of mindfulness exercises in improving concentration. Introduce participants to simple mindfulness techniques, such as focusing on breathing, observing thoughts and emotions consciously, and being present in the present moment. Encourage them to practice these exercises regularly to strengthen their ability to concentrate and reduce distractions.
 4. **Sensory activities:** Introduce sensory activities that help participants increase awareness and focus on their senses. These may be tactile, auditory, visual or gustatory exercises that involve participants in fully concentrating on a given activity, e.g. focusing on eating, listening to music, touching objects, etc.
 5. **Mind concentration exercises:** Introduce various exercises that help strengthen the ability to concentrate the mind. These can be single-task exercises such as solving puzzles, focusing on one point, reading comprehension, etc. Encourage participants to practice these exercises regularly to develop their concentration.
- Introduction to building engagement and motivation: Begin your presentation with a brief introduction to the importance of engagement and motivation in achieving success in both your personal and professional lives. Emphasize that in a dynamically changing world, the ability to maintain a high level of commitment and motivation is key to achieving goals and adapting to new situations.



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- **Strategies to build engagement:** Discuss different strategies that can help build adult engagement. Provide examples of such strategies, such as setting goals, prioritizing, finding meaning in what you do, building positive relationships with others, developing passions and interests, etc. Encourage participants to share their experiences and reflections on these strategies.
- **The role of visualization:** Introduce participants to the visualization technique as a tool for building motivation and commitment. Explain that visualization involves imagining achieving success and visualizing the positive results. Give examples of situations where visualization can be effective, e.g. before an important presentation, before starting a new project, etc.
- **Relaxation techniques and mindfulness:** Discuss the role of relaxation techniques and mindfulness in building concentration, lowering stress levels and increasing engagement. Introduce different techniques such as deep breathing, progressive muscle relaxation, mindfulness meditation, etc. Encourage participants to share their experiences using these techniques and how they impacted their concentration and motivation.



COURSE OF CLASSES:

- 1. Introduction to relaxation techniques:** Explain that relaxation is an important element in building concentration. Introduce various relaxation techniques such as deep breathing, progressive muscle relaxation, meditation, visualization, etc. Discuss the benefits of these techniques such as reducing tension and stress, improving mindfulness and focus.
- 2. Mindfulness:** Explain the concept of mindfulness, which refers to observing the present moment without judgment or evaluation deliberately and without valuation. Discuss the benefits of mindfulness in the context of concentration, such as improving awareness, the ability to focus on the current task, and reducing distractions.
- 3. Practice relaxation and mindfulness techniques:** Practice various relaxation and mindfulness techniques with participants. You can lead a short meditation session, guiding participants through relaxation visualization or focusing on their breathing. Encourage them to practice these techniques regularly in their daily lives to develop their ability to concentrate and reduce distractions.
- 4. Integrating relaxation and mindfulness techniques into daily life:** Discuss how participants can integrate relaxation and mindfulness techniques into their daily routines. Encourage them to find time for regular practice, e.g. in the morning after waking up, during breaks at work, in the evening before going to bed. Provide examples of situations in which they can use these techniques, such as reducing stress before an important meeting, increasing concentration before studying or working.



COURSE OF CLASSES:

Part 4: Activities and games to improve concentration (90 minutes) Development of training points for the educator. Tips.

- Discussion of how to adapt teaching materials and methods to the different learning styles and skill levels of adults in a dynamically changing world may include the following elements.
- Understanding different learning styles: Discuss different learning styles, such as listening, watching, doing, reading, and their impact on concentration and learning. Introduce that different people prefer different learning styles and it is important to take these preferences into account in the teaching process.
 1. **Listening:** People who prefer this learning style learn information best when they can listen to a speaker, an audio recording, or participate in a discussion. Concentration in this case is focused on verbal reception and interpretation of the heard content.
 2. **Watching:** In this learning style, individuals learn best by observing and viewing visual presentations, photos, videos, charts, etc. The focus is on visual perception and understanding of the content presented.
 3. **Doing:** People who prefer this learning style best acquire knowledge through practical action, performing tasks, and experimenting. Concentration is then directed to manipulating objects and performing activities.



COURSE OF CLASSES:

4. **Reading:** This learning style involves acquiring knowledge by reading texts, books, articles. People who prefer this style focus on the text and understanding its content. The focus is on reading and analyzing text.

It is important to understand that each person may have a preferred learning style or prefer different styles depending on the situation. Therefore, it is important to adapt teaching methods to different styles to support concentration and effective knowledge acquisition. By giving participants the opportunity to choose appropriate methods that suit their learning style, engagement and learning effectiveness can be increased.

- Adapting materials to different learning styles: Discuss strategies to adapt learning materials to different learning styles. Provide examples of different types of materials, such as visual presentations, audio recordings, interactive exercises, etc., that can help engage different participants and improve their concentration.
- Adapting teaching methods to different skill levels: Introduce that different participants have different skill levels and adapting teaching methods to their needs can improve concentration and learning efficiency. Discuss strategies such as the use of different levels of task difficulty, individual approach to participants, and flexibility in conducting classes.



COURSE OF CLASSES:

- Exercises to improve concentration: Practice with participants various games, puzzles and tasks that are aimed at improving concentration. You can use tasks that require concentration, problem solving, and decision-making. Encourage participants to engage in these exercises and share their experiences.
- Group discussion and selection of appropriate games and tasks: Organize a group discussion so that participants can share their observations and ideas on how to use games and tasks to work with adults in a dynamically changing world. Encourage them to exchange experiences and jointly select the most appropriate games and tasks that can help improve concentration and learning effectiveness.
- Practical exercise: Conduct a short practical exercise that allows participants to experience the effectiveness of visualization, relaxation or mindfulness techniques. This could be a short mindfulness meditation session or visualizing success in a specific task. After practicing, encourage participants to share their feelings and reflections on the technique they experienced.



COURSE OF CLASSES:

Some examples of exercises that can help group participants build concentration:

1. Breathing exercise: Ask participants to close their eyes and concentrate on their breathing. Guide them through a few deep breaths, focusing their attention on the inhale and exhale. This exercise helps participants calm their minds and focus on the present moment.
2. Focus on one sound: Ask participants to close their eyes and focus on one sound, such as the sound of a bell or the sound of nature. Ask them to try to keep their attention on this sound for a few minutes, ignoring other sounds around them. This exercise helps develop the ability to focus on one stimulus.
3. Focusing on the image: Display a picture or photo on the screen and ask participants to focus on the details of the image. After a few minutes, ask them to close their eyes and share what details they remember. This exercise develops the ability to focus on visual stimuli.
4. Counting task: Ask participants to focus on counting backwards from 100 to 0. They can do this aloud or mentally. Distracting thoughts may arise during this task, but participants should try to concentrate on counting and return to it when distracted. This exercise develops the ability to stay focused despite distractions.
5. Presence exercise: Ask participants to focus on their current sensory experiences. Guide them through mindfully eating a small piece of food, paying attention to taste, smell, texture, and other sensory sensations. This



COURSE OF CLASSES:

exercise helps participants shift their attention to the present moment and develop sensory awareness.

6. LEGO brick task: Ask participants to build something with LEGO bricks in a given time. During this task, they will have to focus on instructions, details and concentration on the building process. This exercise develops the ability to focus on the task at hand and eliminates other distractions.

Part 5: Summary and conclusions (45 minutes)

- Summary of the main topics and techniques discussed during the training by participants.
- Highlighting the most important conclusions and recommendations for educators working with adults in a dynamically changing world in terms of improving their concentration.
- Training evaluation and participants' comments.

At this point, the most important thing for the educator is the summary of the workshop. The key issues discussed should be highlighted as an element that ties together all the content covered during the training. There is also time here for:

1. Questions from the group
2. Conclusions
3. Evaluation survey
4. Diplomas for participants



EVALUATION SURVEY

Evaluation Survey

A workshop entitled "How to work and control the concentration of disadvantaged adults"

Dear participant,

We hope that today's class was interesting for you and you were able to learn many interesting things. We are anxious to receive feedback from you, so we would be very grateful if you would take the time to fill out the following survey.

The survey is anonymous.

1. Did the class help you get answers to the questions you came to the workshop with?

Strongly Yes / Rather Yes / Rather No / Strongly No

2. Did the class provide you with adequate knowledge and information regarding the process of concentration of adults during learning?

Strongly Yes / Rather Yes / Rather No / Strongly No



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3. Did the class provide you with useful in your work suggestions for solutions and tools on how to work with the concentration of adults participating in your workshops/classes?

Strongly Yes / Rather Yes / Rather No / Strongly No

4. Which part of the class did you enjoy the most and why ?

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5. Would you like to participate in other thematic activities?

YES / NO

6. If YES, please list the topics that would be of interest to you.

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.....

7. Additional commentary

.....

Thank you for completing the survey!



DIPLOMAS FOR PARTICIPANTS

Diploma for

For participation in the workshop
entitled "How to work and control the
concentration of disadvantaged adults"
organised on



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