REPORT PILOT 2

LOCATION: Kocaeli Open Correctional Institution .....http://www.kocaeliacik.adalet.gov.tr/
CITY: Kocaeli, **COUNTRY**: Turkey
TIME: 9,10,11,12,13 January 2017,
NUMBER OF PARTICIPANTS: 12 male prisoner age between 20- 59 years
CONTENT: 1. Report of Pilot**, 2.** Evaluation of participants**,
3.** Evaluation of mentor

DAY 1: 9 January 2017, Monday

MAIN ACTIVITY:
✓ **Preparation of Classroom**
✓ **Preparation with mentor & Presentation project to 12 participant candidate**
✓ **Time with participants: 14:00 – 15:00**
✓ **Real Life team time of arrival: 08:30, Time of departure: 17:00**

PREPARATION of CLASSROOM
**Present: Mentor: Sinem   Real Life team: Hendrik Jan   Project manager of Turkish team:
Mustafa   Prison guards/assistants of the project: Erhan,Deniz I.T. : Hüseyin**

A week before all stationery needings checked, posters of realife pilot and poster of meeting printed. The presentation of Reallife , trailer and videos has downloaded on institution laptop and projector has checked.
We planned to present the project a week before and then referring the aim of project on a first day for 5 minutes. But after weekend their motivation might be affected so we decided to make presentation with project manager of Turkish team on first day so prison guards made a contact with partipant candidates make sure to meet them at 14:00.

As Hendrik Jan brought 3 laptops we started with technical checks in the morning. Web connection of institution through both cable and wireless were working so we didn't use Modem. Institution I.T. officer, Hüseyin prepared 6 cable for each laptop and ethernet hub to connect all laptops in one connection.
Institution laptop was not connected as Sinem would have used it for presentation, trailer and extra videos[1]

U –shape seating preferred, but mentor will not be seated as a leader, walking around or sitting beside participants. Soft chairs with lift buttons used for U –shape seating; regular 4-leg-chairs used for open circle shape.

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[1]   Einstein and his driver, awareness test etc.

PREPARATION of MENTOR
Present: Mentor: Sinem   Real Life team: Hendrik Jan

After last skype meeting on 13th December 2016, Ed and Sinem shared ideas, discussed order of modules, choosing online days –offline days, exercises and assessment on skype meeting. So every after changing modules or timetable, e-mails sent from Sinem to Ed and c.c. to both Hendrik Jan and Veronique (VA)

At the start of the pilot, it was all clear with timetable, emergengy contacts, order of activities, duration of activities, extra videos, extra information to share, presentation of Reallife and presentation of 1st - 4th day of pilot.

As we had to change the programme a couple of times, **Hendrik Jan** checked the final version of pilot content. So the target of each day, connection between each activity and assessment of activities and being not teacher being a mentor emphasized.

☺ **printed out plan and .ppt of each day is necessary just in case of power-cut.**

PRESENTATION PROJECT TO PARTICIPANT CANDİDATES

Present: Mentor: Sinem   Real Life team: Hendrik Jan
Project manager of Turkish team: Mustafa   Prison guards/assistants of the project:Erhan, Deniz

By the help of prison guards Erhan and Deniz, had 15 male prisoners age between 20-59. They chose them as they were educated,   they had a basic digital knowledge and they will be in same Institution at the end of this year. Age range is between 20-30 ; No discipline penalty in institution. Erhan and Deniz knew the weekly timetable of the prisoners. 13 of them came for presentation and only one was very late.

The Reallife presentation (translated Turkish) started at 14:00 as planned and finished at 14:25. Erhan, Deniz welcomed them firstly Sinem presented the general aspects of project, project partners, content of pilot , offline/ online activities, future pilots, websites of the project and facebook account.
At least 10 participants needed, so we ask who may join voluntarily. By the help of our prison guards we divided a group into two if they work late/early in the morning. Some of the bakery staff wanted to be ın afternoon session. As it is not closed type or juvenile they do not need assistance of prison guards. So each group will be join the sessions by themselves.

 After general presentation Mustafa told them about importance of the project, emphasized E.U. and also answered their questions. They didn't want to know the reasons behind it,but they were all curios about "activities" but we prefer not to mention "16 pf","6 bono hats" or "big 5 test".

Prison guards Erhan and Deniz asked participant candidates that who wants to be in morning session who wants to be in afternoon session. We had 12 participants ; group 1; 6 of them before lunch at 09:30 and group 2 is after lunch at 14:00 and they were all agreed.

☺ Presentation was short and simple; not presented as a serious games project .We emphasize the importance of being part of international team. our aim to attrack them with curiosity. We emphasize the international dimension. We presented pilot which is not an extracurricular activity and told them to talk about details more the following day. So we had a chance to see whoever interested in want to be in a group the following day. (the participant who chose his group was also early attender for sessions)

☺ We have chosen more participants that we need. So that was really useful to see who is much more interested in and wants to participate first.

LESSONS

✓ Just in case preparing a brochure or flyer. A presentation must be done to director and colleagues by Mentor a week before project. But give out brochures for participants at the end of pilot.

DAY 2: 10 January 2017, Tuesday

✓ **MAIN ACTIVITY: Group 1: session 1 introduction , Group 2: session 1 introduction**
✓ **Time with prisoners: 09:30-12:00 – 14:40- 17:00**
✓ **Time of arrival Real Life team: 09:00, time of departure: 17:30**

Present: Mentor: Sinem   Real Life team: Hendrik Jan, Ed   Prison guards/assistants of the project:Erhan, Deniz
Group 1: 09:30 am-12:00am : E.T., Ş.B., İ.K., A.Y. B.K., H.K.

Start up : PRESENTATION PROJECT & TRAİLER TO PARTICIPANTS:

Hendrik Jan, Ed and Sinem had welcomed the group 1 who were willing to come before lunch between 09:30 am-12:00am . We let the them sit around table to introduce Hendrik Jan and Ed. Sinem was the translater and then Sinem sum up what we talk about the project the day before also showed Ed's trailer but as there are basic definitions in English, Sinem preferred to show whole trailer and let them enjoy first then restart it but paused on each definition/ information like "serious gaming", "blended learning" and "pilots in Europe" so Ed emphasized on those.

After this start up questions were general, being a part of E.U. or not, projects supported by E.U. etc.

Expectations for pilot asked them to write on an orange post-ıt. After they finished, Sinem asked them to hang papers on the wall beside Real life Poster. Sinem invited them to seat circular on chairs so they will be close to board and be closer to each other to share ideas. **B.K misunderstood and wrote 3 project ideas. He was also late on writing and confessed mentor that he can't express his fellings easily on paper**

Group rules determined together, they told and everything has written on flip chart paper (to keep), without judging everthing written till they kept quiet. Then on next slide Sinem showed basic for

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group and she congratulated them as they find more than her. ("being mentor not teacher" and also " being participant not a student" emphasized)

Name game ; directive from facilitator guide

Adjective +name game: directive from facilitator guide

Reflection of adjectives they pick ; all of them find suitable adjectives only one couldn't find so others find 2 adjectives for him and he preferred one.

Folders[2] have given out for each participant to keep worksheets during pilot.

People BİNGO: SİNEM made them to stand or to sit somewhere else inside the room, they had 2 different Bingo. They started to move someone to ask on e by one. At the end they become one group asking "who loves cats more than dogs?" and mentor warned them, to ask to each other not whole group. Also at the end ıf they can't find anybody in the group, mentor let them ask herself so she joined the game as well.

Reflection of BİNGO: they had a chance to assess about their likes and dislikes, preferences like reading book or watching, love cats rather than dogs etc. If any one in the group can whistle a song, s/he should do at that time, otherwise they need more courage. Some participants were shy but his friends approved he can do that. All tongue rollers showed each other how to roll a tongue.

Quiz (english version on page 24); is 25 sentences start with "I CAN....."so they would put X beside a sentence ıf they can do it. Bingo questions is much more about dislikes, preferences, having technogical equipment, etc. So all this ability sentences is a chance for them to chance to assess about their knowledge, skills and attidutes . After they finishedAnother papers given out;
Assessment of Quiz : there is a table 9 row divided into 4 column as "no. of sentences", "knowledge", "skills" and "attidutes" , so they would pick 9 sentences or more ıf they want, ın 15 minutes all skills, knowledge necessary for that ability and their attitude.

Reflection of Quiz: (group discussion) why did they made mixed order? Why did they prefer to write on table 4 of them even they put 11 X marks beside 11 sentences? Is it hard to find what skills you need for an ability?

Explanation of Assessment system : referred to Ed's "principles of Assessment system" talked about what knowledge is,skill is, attitude is.... giving examples from bingo, reflection of bingo, quiz assessment. Using selfie stick as fishing line or to switch lights off or how E.T. affected Sinem by his attitude so not only catch a fish but also to enjoy the process of fishing made Sinem to try fishing in soon future.

Video : Even "Einstein driver" on the list, group1 was so interested about education and they had discussion about skills can be learnt or comes from genes, made Sinem to watch Waldorf

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[2]   Paper folder to keep worksheets there but also mentor must have copy of what they did for evaluation. Also the documents he kept shows his responsibility and value for project.

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edu.cational system.

Check out : sum up what we did that day? Identity ,self-assesment, ıdentity component, assessment of me from others.
Feedback : on post it what did you like about today or didn't like? Any recommendations ? They all wrote feedback.
While they were busy on feedback, **Hendrik Jan and Ed,** wrote feedback, Sinem translated it to group and then they have gone with smile on their face. Only participant B.K. confessed not to write too much thing. The other mentioned session was positive, good, entertaining and explanation of assessment is something new for them.

☹ **No time left for 7 pathway star so we would skip that for 2nd group.**

Group 2: 14:00 -16:30 :M.Ö., Ö.S., K.K., A.T. G.A., Y.D. (absent)
Start up : PRESENTATION PROJECT & TRAİLER TO PARTICIPANTS:

Hendrik Jan, Ed and Sinem had welcomed the group 2 who were willing to come after lunch between 14:00 -16:30 . one participant was on time and others were late but we waited till 14:40. (Y.D. has never come to session) We let the them sit around table to introduce Hendrik Jan and Ed. Sinem was the translater and then Sinem sum up what we talk about the project the day before also showed Ed's trailer but as there are basic definitions in English, Sinem preferred to show whole trailer and let them enjoy first then restart it but paused on each definition or information like "serious gaming", "blended learning" and "pilots in Europe" so Ed emphasized on those.
After this start up questions were personel for H.J and Ed , like "have you ever been Turkey before" etc. but no question about pilot as they want to experience it.

Present: Mentor: Sinem   Real Life team: Hendrik Jan, Ed
Expectations for pilot asked them to write on orange post-ıt. After they finished, Sinem asked them to hang them on the wall beside Real life Poster. Sinem invited them to seat circular on chairs so they will be close to board.

Group rules determined together, they told and everything has written on flip chart paper (to keep), without judging everthing written till they kept quiet. Then on next slide Sinem showed basic for group and she congratulated them as they find more than her. ("being mentor not teacher" and also " being participant not a student" emphasized)

Name game ; directive from facilitator guide

Adjective +name game: directive from facilitator guide

Reflection of adjectives they pick ; some of them couldn't find an adjective that really suits them so for 2 of them we changed first letter rule so they picked any other adjective easily.

Folders have given out for each participant to keep worksheets during pilot

People BİNGO: Sinem made them to stand or to sit somewhere else inside the room, they had 2

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different Bingo.
They didn't walk around first, prefer to read all boxes. Then they started go somebody else , they become quicker
Ö.S. finished but we waited for others.

Reflection of BİNGO: they had a chance to assess about their likes and dislikes, preferences like reading book or watching, love cats rather than dogs etc. If any one ın the group can whistle a song, s/he should do at that time, otherwise they need more courage. All tongue rollers showed each other how to roll a tongue. Some participants wrote smo's name without asking ! CHEATİNG İS NOT ALLOWED !

Quiz ; is 25 sentences start with "I CAN....."so they would put X beside a sentence ıf they can do it. Bingo questions is much more about dislikes, preferences, having technogical equipment, etc. So all this ability sentences is a chance for them to chance to assess about their knowledge, skills and attidutes . * THAY WANT TO KNOW NO:22 what is learn to how to learn ? after they finished another papers given out;

Assessment of Quiz : there is a table 9 row divided into 4 column as   "no. of sentences", "knowledge", "skills" and "attidutes" , so they would pick 9 sentences or more ıf they want, ın 15 minutes all skills, knowledge necessary for that ability and their attitude.
Reflection of Quiz: (group discussion)why did they made mixed order? Why did they prefer to write on table 4 of them even they put 11 X marks beside 11 sentences? Is it hard to find what skills you need for an ability?
No:22 is about LEARN HOW TO LEARN, which is one of basic competences in E.U. so Sinem gave brief info about it.

Explanation of Assessment system : referred to Ed's "principles of Assessment system" talked about what knowledge is,skill is, attitude is....examples have chosen from group as we did in same with group 1.

Video-optional- : Even "Einstein driver" on the list, group1 was so interested about education and they had discussion about skills can be learnt or comes from genes, made Sinem to watch "Waldorf education system."

Check out : sum up what we did that day? Identity ,self-assesment, identity component, assessment of me from others.
Feedback : on post it what did you like about today or didn't like? Any recommendations ? They all wrote feedback.
While they were busy on feedback, Hendrik Jan and Ed, wrote feedback, Sinem translated it to group and then they have gone with smile on their face. They found session clear, fluent, entertaining and nice also curious about tomorrow. They prefer cookie or tea.

☺ Classical music was on during both sessions

LESSONS
   ✓ Different participant issue ; One participant was slower than others or lack of harmony. But later on Bingo he stood up and walk around. Mentor should be ready for the slow

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participants. If you wait too much, others will get bored. If you never give the feeling that you don't wait for the slow one , he will felt out of the group. So mentor has a role to keep every body " in the group".
- ✓ Before Bıngo or any other activity directives must given in advance.
- ✓ For bingo more physical skill- boxes might be interesting ; rolling tongue,twist fingers, to take eachs hands behind your back, to make a bridge with your body
- ✓ Worksheets for additional information for who asks extra info about 21 century skills, education system, life long learning, 8 key competences for life long learning , adult education principles, cv tools etc.,
- ✓ Info paper necessary for mentor for additional information for who asks extra info about 21 century skills, education system, life long learning, 8 key competences for life long learning , adult education principles, cv tools, personality tests etc.(not suitable to give out)
- ✓

DAY 3: 11 January 2017, Wednesday

- ✓ **MAIN ACTIVITY: Group 1:   session 2 :   7 PATHWAY STAR-AVATAR-16 PF**
- ✓ **Group 2: session 2 (not in same order) AVATAR-16 PF-7 PATHWAY STAR**
- ✓ **Time with prisoners: 09:30-12:00   –   14:10- 16:45**
- ✓ **Time of arrival Real Life team: 09:00, time of departure: 17:30**

Present: Mentor: Sinem   Real Life team: Hendrik Jan, Ed, Veronique(VA)

7 PATHWAY STAR – AVATAR - 16 PERSONALITY TEST
Group 1: E.T., Ş.B., İ.K., A.Y. B.K., H.K.

Start up : They were all on time so started on time sum up what we did the day before and thanked for their feedbacks. *As they found waldorf education system video confusing, now it is time to watch video about being an Einstein ;*
Video : Einstein driver   Veronique introduced to the group
7 pathway star pathway asked the participants so they form the paths. Some of them added "religion" and "being ready after releasing from prison" they did star and 5 steps for each individual but sharing steps usefull for peers. They were blocked even they were all participated, couldn't filled the steps. But it was hard for them to find the steps so Mentor gave an example.

Avatar friend list : *"which one of them might be your friend ?" "with whom you prefer to go to holiday with?*
Definitely neat, tidy wearing tie guys prefered also one picked Steve jobs. The bizarre-looking or rude ones could may trouble or their attitude seems different from group.

Avatar: *"now it is time to make an avatar! You will see webpage ; first you click then select gender, that guy is not really you so can you make your own avatar?"* individual an peer work !

Reflection : when a participant had finished , mentor asked "tell me about this man?, who is he ? whats his job? Is it your hair colour? " some preferred to make adolescent of themselves, some preferred even he is sportive in general he made himself in business suit.

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16 pf: directive ;   …   they asked some of them because of bad translation ; or Sinem had to explain email means not only email but also posts , calls etc. ıf you dont get any letter do you feel like/think you did something wrong?

Reflection :3 of the participants are consulate ; two of them is executive, no campaigner as VA and Ed.   when Sinem asked them "is it really you ? most of them agreed with the result, one of them said result is like fortune teller.
Video : awareness test "what type personality you are, are you attentive ? ıf not don't worry maybe you are tired today so shall we watch a video and answer the question individually?" nobody noticed moon walking bear as we expected.

Check out : sum up what we did that day? Identity ,how do I look like ? to discover deeper, we did 16 pf to see your personality type, assessment of me from others 16 pf really reflects you or him?
Feedback : on post it what did you like about today or didn't like? Any recommendations ? All done.

AVATAR - 16 PERSONALITY TEST - 7 PATHWAY STAR
Group 2: M.Ö., Ö.S., K.K., A.T. G.A., Y.D. --------------G.A.(at hospital) and Y.D was absent.

Start up :   sum up what we did the day before and thanked their for feedbacks. As they asked for tea/coffee and cookies, we arranged that with staff.   Veronique introduced to the group.

Avatar: directive:*"now it is time to make an avatar! You will see webpage ; first you click then select gender, that guy is not really you so can you make your own avatar?"* individual an peer work !

Reflection : when a participant had finished , mentor asked "tell me about this man?, who is he ? whats his job? Is it your hair colour? " some preferred to make their mirror image, wearing same clothes; one preferred his summer image, one preferred and one of them couldn't decide hair colour, clothes so he asked peer next to him

16 pf: directive -quiet group-

no one asked any question about test so Mentor remind them just in case as they may misunderstood but we realized there is no backward button, so some of them confessed they left unanswered for the email question.

Reflection : 2 of the participants are consulate ;one of them is leader, one is defender. No campaigner as VA and Ed. when Sinem asked them "is it really you ?" one consulate and one executive claimed the result of the test nearly reflects them but others agreed and happy with the result.

**But they especially M.Ö was curious and asked "how can all these be a result by answering simple questions?" so Sinem read a very simple personality test. She read a questions and multiple choices of it so eveyone picked what would they do? So she read about general characters

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(referring to Type A and Type B personality theory was devised by doctors Meyer Friedman and Ray Rosenman in the 1950s. They claimed that a certain type of people, "Type A", were much more likely to get heart disease, because of their high stress lifestyle, than other people, "Type B

Type A
The theory describes a Type A individual as ambitious, rigidly organized, highly status conscious, can be sensitive, care for other people, are truthful, impatient, always try to help others, take on more than they can handle, want other people to get to the point, proactive, and obsessed with time management. People with Type A personalities are often high-achieving "workaholics" who multi-task, push themselves with deadlines, and hate both delays and ambivalence.

In his 1996 book, Type A Behavior: Its Diagnosis and Treatment, Friedman suggests that Type A behavior is expressed in three major symptoms: free-floating hostility, which can be triggered by even minor incidents; time urgency and impatience, which causes irritation and exasperation usually described as being "short-fused"; and a competitive drive, which causes stress and an achievement-driven mentality. The first of these symptoms is believed to be covert and therefore less observable, while the other two are more overt.

Type B
The theory describes Type B individuals as a contrast to those with Type A personalities. People with Type B personality by definition generally live at a lower stress level and typically work steadily, enjoying achievement but not becoming stressed when they are not achieved. When faced with competition, they do not mind losing and either enjoy the game or back down. They may be creative and enjoy exploring ideas and concepts. They are often reflective, thinking about the outer and inner worlds. Furthermore, Type B personalities may have a poor sense of time schedule and can be predominately right brained thinkers.)

Video : awareness test "*what type personality you are, are you attentive ? ıf not don't worry maybe you are tired today so shall we watch a video and answer the question individually?*" nobody noticed moon walking bear as we expected.

7 pathway star asked the participants so they form the paths. Some of them added "freedom" and "being ready after releasing from prison" they were all participated, filled steps. But it was hard for them to find the steps so Mentor gave an example. At the end they were able to share improved paths gave idea to others so effective peer work. **K.K. claimed is average on every pathway so Mentor made him listen to others who are satisfied with those pathways. He was gonna pick suitable steps for himself, so he asked for another worksheet.**

☹ **not shown the avatar friend list**

Check out : : sum up what we did that day? Identity ,how do I look like ? to discover deeper, we did 16 pf to see your personality type, assessment of me from others 16 pf really reflects you or him?

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Feedback : on post it what did you like about today or didn't like? Any recommendations ? All done.

LESSONS

- ✓ Before laptops activities, all docs. etc must be taken away from desktop otherwise they might curios about previos pilot output.
- ✓ Directives must be clear.
- ✓ Directives given before they open the page otherwise they don't listen start to do then they ask about directives.
- ✓ For avatar and storyboard that Mentor didn't give whole directives as it just because to form peer-contact. To ask help from other , to help others, to share ideas with others,
- ✓ 16 pf must be done again by mentor to take notes for complicated questions, of mentor translation is clearer s/he may send this to contact of 16pf.com to make them change translation on web.
- ✓ These notes taken by Mento MUST HAVE READ TO PARTİCİPANTS BEFORE THEY TAKE THE TEST, like emails means also posts, incoming calls etc.
- ✓ A table of 16 pf result ; codes, types and typical characterictics must be on the list to give brief info.
- ✓ Mentor should learn reallife team result who was with participants during sessions as well.
- ✓ English version of 16 P.F. İS FULL ! but Turkish translation is limited till 2nd page . so participants read 1 st page of result and who wants to see more or wnts to weakness and strengths couldn't go further as result pages were all in ENGLİSH ! probably to read or to save it would be useful so the following day Mentor would print out for each participant.
- ✓ Computers windows update, Winzip update MUST switched off
- ✓ USB-ports should be blocked, otherwise participants can and will exchange information.
- ✓ 7-pathway steps was not clear they could not find but mentor directed them on simple example ;
- ✓ These steps may be in a list on digital form of star in a mix so participant choose correct order ; visual learner migt prefer online learning, auditory learner prefer audio books, or some prefer going course to learn by direct contact.

    EDUCATİON PATH I HAVE TO İMPROVE MY SELF
    1-To get a dictionary
    2-To download English learn application on my mobile
    3-To go to a course
    4-To have an penfriend
    5- to go touristic places in İstanbul to practice
    My aim is To learn English !!!!!

DAY 4: 12 January 2017, Thursday

- ✓ **MAIN ACTIVITY: Group 1:   session 3 , Group 2: session 3**
  - ✓ **Time with prisoners: 09:30-12:10 –   14:00- 16:30**
- ✓ **Time of arrival Real Life team: 09:00, time of departure: 17:30**

Present: Mentor: Sinem   Real Life team: Hendrik Jan, Ed, Veronique(VA), Nick   Project manager of Turkish team: Mustafa

Group 1: E.T., Ş.B., İ.K., A.Y. B.K., H.K.

Start up :   Nick (NTU) was in the session so introduction to group and quick sum up for the group (Mentor was late so Mustafa was in charge with translation)
Big 5 test: directive *"each sentences you will see a scale and must chose one." To go further please clıck on right arrow located beside question."*

Group 1 has amazing creative ideas about game,content ; to see all 5 characteristic in the end not in the beginning, Photos made to change their answer, some storyboard photos are confusing, all photos must be seen together but when mouse on a scale, other photes could be blurred. It might me cylinder shape.

Lottery : 9 or 6 ; they pick one and *which number is that*? They all agree about point of view affects the result.
Paradigm: definition and examples from your life.
9 dots 4 lines: it is time to think out of box.they found out 3 lines with taking hand up oor 5 lines without taking hand up. After clues E.T. found one of the solution.
Roles ; mentor made to build whole list of roles with group; being son, dad, brother, uncle, neighbour, friend, prisoner and participant defined together.
6 bono hats: *they chose the colour they like , Mentor talked about meaning of colours in psychology and how advertisers uses that? Referring to Bono 6 hat, each hat you carry differs the attitude of you ; wearing red means being emotional.....so in that given example how would you react ? ....your story and wearing which hat? ...generally which hat you wear ? and which hat who is in that room is you challenge?"*
Generally they got the idea of wearing different hats.

Feedback : on post it what did you like about today or didn't like? Any recommendations ? Sum up while they are writing, be aware of your roles, able to think out of box? Or not… they were wearing green, yellow hats while sharing creative ideas with Nick and whole team.

Say good-bye to HENDRİK JAN

☹ **No time left for COLLAGE MAKER so we would skip that for 2ⁿᵈ group.**

Present: Mentor: Sinem   Real Life team: Hendrik Jan, Ed, (VA), Nick joined SKYPE

1

MEETİNG but joined us later

Group 2: **M.Ö., Ö.S., K.K., A.T. G.A., Y.D. (absent)**

Start up :   sum up what we did the day before and their feedbacks.
Lottery : 9 or 6 ; they pick one and *which number is that*? "Seems like 9 because I hold that way", "it is 6 but if you look carefully it started from right so it is 9"
Paradigm: definition and examples from your life.
9 dots 4 lines: it is time to think out of box. They we were all busy to connect inside. Participant K.K. guessed about a trick similar to one circle and dot in the middle without taking hand. But he couldn't remember So Hendrik Jan showed us the trick. No one find the one of the result
Roles mentor made to build whole list of roles with group; being son, dad, brother, uncle, neighbour, friend, prisoner and participant defined together.
6 bono hats: *they chose the colour they like , Mentor talked about meaning of colours in psychology and how advertisers uses that? Referring to Bono 6 hat, each hat you carry differs the attitude of you ; wearing red means being emotional.....so in that given example how would you react ? ....your story and wearing which hat? ...generally which hat you wear ? and which hat who is in that room is you challenge?"*
Ö.S. choose 2 hats blue and black , K.K. claİmed he İs always wearİng black.
Generally they got the idea of wearing different hats.

Big 5 test: directive: *"each sentences you will see a scale and must chose one." To go further please clıck on right arrow located beside question."also we make them know about 3 types of questions , with 5 photo each, 5 cartoon, and rest with numbers. So it is different forms and you will decide which section is best.* Nick (NTU) was in the session so introduction to group.

Group2 all concerns were about result of the big 5 test; result page was confusing as there is no definition being high and low. Colours for being high and being low,...

Feedback : on post it what did you like about today or didn't like? Any recommendations ? Sinem sum up while they are writing feedback, be aware of your roles, able to think out of box? Or not… they were wearing green, yellow hats while sharing creative ideas about big-5 test -result options with Nick and whole team.

Say good-bye to HENDRİK JAN

☺   Nick got full-list of ideas ; group 1 foceused on test itsel; group 2 focused on result.

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DAY 5: 13 January 2017, Friday

✓ **MAIN ACTIVITY: Group 1: session 4 , Group 2: session 4**
✓ **Time with prisoners: 09:40-12:40 –   14:00- 17:30**
✓ **Time of arrival Real Life team: 09:00, time of departure: 12:00**

Present: Mentor: Sinem   Real Life team: Ed

Group 1: E.T., Ş.B., İ.K., A.Y. B.K., H.K.

Start up :   sum up what we did the day before and thanked their feedbacks.

Creativity: *"what can you do with a newspaper, using as newspapaer to learn about news but what else*? That is individual cahallenge to see peer creativity. Mentor found 24 new ideas besides her with news paper using as carpet, curtain, wrapping paper, etc.

Storyboardthat.com:directive:*your first day after prison ; what would story be ? Where will you be ? Who will you be with ?* Mentor showed to choose backround, chacters, changing colour or changing scene if necesary

Reflection Sinem asked each story one by one, others seems like to listen but they were busy with their story board. Mostly preferred 3 different scenes getting out of prison, hug friends, being in same room with family members, go on a holiday and work scene.

Augmented reality* : Ed hang some pictures on the wall and made participants to see what is going on in front of this scene .

Evaluation - consent form consent form- 6 participants filled out , asked the name of activities , they were so interested in. ıt was 12:30 already !

Say good-bye to Real life team; Team left the institution to do skype meeting.

Avatars of group 1 and 2 : *" who is that?" "ıs he in your group or not?" ıf someone they know is different on avatar group guessed the reasons about it.*

Reflection *"avatar is the way of seeing your self in the mirror, shape of your personality. So all people know you agree on that looking ? maybe they never see you wearing a cap but you want to be more sportive. So you may realize being comfortable with your looking, shape ?"*

Certificates - *"and also avatar is for 'participant certificates' from Real life team to you"* while group 1 is busy with storyboard on web, certificates prepared .

☺ ***Augmented reality is an alternative for someone does not like to wear VR-glasses**
☹ **7 pages to fill, consent form and certificates took 45 minutes or more**

☹ **No time left for make your own digi cartoon from other's perpectives and Collage Maker**
☹ **Storyboardthat.com   was slow for them so they got bored and Mentor preferred not to do other storyboard from other's perspective as they have already stopped discovering new things.**

Present: Mentor: Sinem
Group 2: M.Ö., Ö.S., K.K., A.T. G.A., Y.D. --------------------G.A. and Y.D was absent.

Start up :   sum up what we did the day before and their feedbacks.

Creativity : *"what can you do with a newspaper, using as newspapaer to learn about news but what else*? That is individual cahallenge to see peer creativity. Group 2 found similar things as well.

Storyboardthat.com: directive: *your first day after prison ; what would story be ? Where will you be ? Who will you be with ?* Mentor showed to choose backround, chacters, changing colour or changing scene if necesary

Reflection Sinem asked each story one by one, others seems like to listen but they were busy with their story board. Some preferred stories like wedding, happy marriage   and work scene, some preferred a story going to İstanbul, crossing bridge , my family and we will have breakfast as we used to have before.

Evaluation - consent form- 4 participants filled out , asked the name of activities , they were so interested in.
7 pages to fill, consent form and certificates started at 04:10 pm and after 4:45pm time has reminded.

Avatars of group 1 and 2:   *" who is that?" ...."ıs he in your group or not?".....* ıf someone they know is different on avatar group guessed the reasons about it.

Reflection *"avatar is the way of seeing your self in the mirror, shape of your personality. So all people know you agree on that looking ? maybe they never see you wearing a cap but you want to be more sportive. So you may realize being comfortable with your looking, shape ?"*

Certificates - *"and also avatar is for 'participant certificates' from Real life team to you"*
while group 1 is busy with storyboard on web, certificates prepared .

☺ they were all agree about consent form

LESSONS
✓ **Even directive is clear they preferred 3 different story after prison life, as there are many pathways.so for next pilot Mentor should give critical thinking directive as well. "ıt must be a one proper story with 3 scene and than you will be making each scenes from others perspective"**

Evaluation

Participants liked 7 paged-forms . but it is better to ask daily feedback for group atmosphere. They enjoyed and ask for more time to fill evaluation form but Sinem had to stop them due to time.

2. EVALUATION FORMS OF PARTICIPANTS

Self-evaluation forms

❖ **Born in**

✓ **1958**
✓ **1977 - 2 participants**
✓ **1975**
✓ **1987**
✓ **1986**
✓ **1985**
✓ **1984**
✓ **1991**
✓ **1997**

❖ **Cv**

Group 1	yes	no
There is one	3	1
Want to prepare	4	1

Participant E.T. didnt see/fill cv questions

Group 2	yes	no
There is one	3	
Want to prepare		2

Participant A.T. didn't fill "do you want to prepare?"
Participant M.Ö. has written his question   **"Do we have to ?"**

❖ **Spoken languages**
1. Turkish -all
2. Kurdish -3
3. English -2
4. Balkan languages-1

❖ **Job history**
✓ No job- only 1
✓ Restaurant-
✓ Working in canteenmanager

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- ✓ Security-2
- ✓ Furniture –carpenter-
- ✓ Dealer between shore & farmer
- ✓ I.T.
- ✓ Construction
- ✓ Import & Export
- ✓ Automotive
- ✓ Ware house

❖ **Time in Prison**
- ✓ 15,
- ✓ 13,
- ✓ 2 of them 12,
- ✓ 8,
- ✓ 6,
- ✓ 4,
- ✓ 2 and a half years
- ✓ 2 of them 1 year 6 months

❖ **School history**

In general, 1 participant is left elementary , only 2 elementary school graduated , 2 high school student, 3 university students and 2 didn't answer this question.

❖ **Seven Pathways star**

Unexpected attention on this they were all interested in.

➢ **Participant E.T**
Scores high on family/friends, education/employment, and attitude, health, accommodation, and average on finance and network

➢ **Participant Ş.B**
High on everything except attitude

➢ **Participant İ.K**
high on health, family/friends ,low on attitude,network and finance and others are average

➢ **Participant A.Y.**
High on accommodation, health, family/friends, network.Average on attitude, education/employment and finance.

➢ **Participant B.K.**
high on attitude, accommodation,family, network; average on finance, health and education/employment.

➢ **Participant H.K.**
high on accommodation,family and education/employment average on network, health, finance and attitude.

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➢ **Participant M.Ö.**
high on attitude, accommodation, health, average on education/employment and network, family <u>low on</u> finance

➢ **Participant Ö.S.**
Extremely high on attitude, accommodation, family, network; high on health, finance average on network, <u>low on</u> finance and education/employment.

➢ **Participant K.K**
average on every pathway. He thinkd he needs to improvement in every path.

➢ **Participant A.T.**
Extremely high on attitude, family, network; high health and education/employment , average on on accommodation, <u>low on</u> finance

➢ **Participant G.A.**
Absent that day.

➢ **Participant Y.D.**
never participated.
.
❖ **Additional pathway ideas**

Future (economical concerns, social network)
Self confident
Cultural differences
Don't have pathway idea but It must be digital and disseminate on the web.
None – 4 participant

❖ **Which personality test**
16 pf-   6 participant liked
BK   "reflects me"
Ş.B.   "ıt definite personality in detailed scale
A.Y. "Objective"
E.T. "Closer to reality"
İ.K.. "Closer to reality"
K.K. "too close result to my character "

Big five- 5 participant liked
H.K. "easy to understand"
Ö.S.   "To realized much more about myself"
M.   "realistic"
K.K.   "Brief expression but effective"
A.T.   "To see result and evaluate your self"

❖ **Your favourite is**

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All ……….A.T.
Avatar ……. B.K.
Storyboard …. K.K   E.T.
Big five ……..**M.Ö.   Ö.S.   A.Y.   Ş.B.   I.K.** ☺☺☺☺☺
16 pf   ……A.Y.,Ş.B.,I.K.
Collagemaker ☹
6 bono hats   …..H.K
None
☺ 5 participants loved BİG 5 TEST

❖ **Less favourite one is**
All
Avatar ………... A.Y.
Storyboard ……. **H.K.   A.Y.   Ş.B.   I.K.** ☹☹☹☹
Big five ………..E.T.
16 pf
Collagemaker ☹
6 bono hats….. ….M.Ö.
None …………..A.T.   K.K   Ö.S.

☹ 4 participant chose Storyboardthat.com as they found it boring and process was slow. One confessed couldn't find a story. One participant told that he would be happier ıf we let him discover more. He wanted much more details but no time left to discover. Also other participant wrote on form that I dint like storyboard, to much details caused confusion. Connection and also laptops were slow. Sinem tried to help but when she select a scene mouse didn't work so participant want to left as he did before.

LESSONS
✓ New –sensitive mouses needed.
✓ Web connection must be tried on storyboardthat.com page, ıf the process slow they got bored.

3. EVALUATION WITH MENTORS

Overall they found the pilot amazing, entertaining, organisational part was well-planned as well as content. They believe reallife will have working tool for ex-prisoners in soon future. But only they want high technology, more visual and digital tool and also more time.

Participants
✓ First of all, presentation and trailer must have taken the participants attention, these tools must be interesting for them to know or participate.
✓ Second, expections ans satisfaction after pilot was important.
✓ Participants expected real life team get their score and save each worksheets but the aim to see their preferences , their likes and dislikes about tools for Reallife Level 1, so that must be emphasized in next pilot in presentation.
✓ Real life Participants want to know next pilot dates instead of being hospital or off prison due to regular 5 day visits to their home. They don't want to miss it. (as we lost 2 participants, so we had 10 participants left)

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✓ Participants were really happy about Reallife team **Hendrik Jan, Ed, Veronique(VA), Nick** who asked their opinion and observed the pilot as well, so they are all willing to participate for next pilot and want to see them in next pilot(also they want to keep in touch with reallife team on facebook.)

✓ Even 2 of participants is elementary level, they have worked and earned their own money. So if Mentor has a chance to see participant file about education/work-job/didsipline/ health backround and digital literacy before general presentation 58-year old participant knows 3 languages and digital skills so he was all fine to find what he is looking for on laptop.

✓ They prefer more time for pilot, more time with more activities. They found 10 hour short.

Content

✓ Seven star pathways ; approximately 15-25 minutes activity become 45-60 minutes.

✓ Generally energizers (except people bingo, 9 dot-4 line, creativity about newspaper) skipped group was all interested in on personality tests, star and storyboardthat so energizer would be too much.

✓ 6 colourful paper crown represents 6 bono hats,

✓ **Minecraft**

Cancellation

✓ **Collage maker**

No time left

✓ **Make your own digi-cartoon from other perspective**

No time left

✓ **Avatar friend list**

not used for group 2

Evaluation with participants

"nice" "entertaining" "well-organized" "curious about next day" are common thoughts of participants. Group found nothing useless or boring in content as they claimed. They mentioned every activity is open to discussion for self-assessment, they are windows for different areas; pathways, ourselves, personality. They also preferred to see awareness tests, videos and more paradigm visuals. One of the participants written that "*In general content shows it is personal development project so ıt would be better participants see a result points out pathways or skills need to be improved.*" One suggested to add IQ test or add visual test to describe personality like choose rabbit or dog ; snake or spider then at the end you will see adventurer,shy, etc.

Evaluation form was 7 paged-form but they were so into writing, so Mentor made them to be quick as ıt took 45 minutes-60 minutes, to take both evaluation and consent form and give out participant certificates. Name of the tests confused them already so to do evaluation after weekend would be a not good idea. But they need more time to write , to think and to share with us.

Luckily, reallife team got daily feedbacks and big 5 test's critics taken during test which really helped. Otherwise they already forget which test was which one. There should be reminder slide on last days presentation.

Written or verbal test - to let them know about visual learner, auditory learner, or mixed- may be used

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Referring LESSONS from previous pilot – **Turkish team answered**

✓ When a presentation will be given, both the target group as well as the aim of the presentation should be clearer. -**yes we did**

✓ When a presentation is given is should be fun and afterward a flyer, folder or brochure should be given so people can reflect on all information as well as spread information. This is especially important for presentations given to directors and prison staff   **---we used folder of Kocaeli Open Correctional institution, prepared posters of Real life, poster of Pilot and poster of meeting instead of brochure.**

✓ Real Life project should not be mixed with other projects. **That's why we emphasized even after 2018, huge network will help ex-prisoner who is looking for a job just after releasing prison.(48 hours-2 weeks)**

✓ Participation should not be on a personal title but because prisoners like it a lot when a presentation is given in advance. **yes we did**

✓ Information should be given in advance in the living rooms of the prisoners as well as personal contact should be made with the prisoners between the Real Life team and the prisoners. **yes we did**

✓ In should be exactly clear to mentors what, why they are doing each day and with each assignment. **TR-PİLOT 1st day introduction, 2nd day personality and who am I ? 3RD day roles of my life 4th day the first day of my life after prison& Evaluation of Pilot**

✓ Evaluation should be more visual, more respectful with regards to personality and individual- **used 5 emotion cards to evaluate every behaviour, activity etc.**

✓ The mentors should be well up-to-date about everything that will happen during the pilot from A to Z. **yes we did**

✓ Which games can be played in groups and which games can be played individual? **Even avatar is individual all avatars shown to whole group to play "guess who?"**

✓ There should be something to do for someone who is finished earlier with a certain task, what can he or she do then? **Mentor talked about result, mentor asks to learn more or if it takes really long there should be an extra game/test on paper but not taking whole attention.**

✓ Can observation be used as a game? **– they may observe each other and also mentor observe them so they fill out a form. Some of the participants were really helpful some really kept queit without interacting anybody. Also mentor must have copy of what they did during pilot on worksheets for evaluation. Also the documents he kept shows his responsibility and value for project.**

✓ Long term goals should really be made clear with all games in Real Life. **Mentor should emphasize "Not only during pilot it is a chance for you to do awareness exercise, personality test, make your dream/story visual etc. beside those activities your attitude will affect the content of project and your aims."**

LESSONS from pilot-2 in Turkey

✓ printed out plan and .ppt of each day is necessary just in case of power-cut. As we had many during session.

✓ Time matters: as we planned 15 minutes activity it become 55 minutes as participants want to discuss about. So mentor wait till agreement. Group dynamics are more important than time. But also TİME MANAGEMENT is important to remind them for next activity, but ıf Mentor made them feel they are all in hurry, they won't be satisfied.

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✓   Just in case preparing a brochure or flyer. A presentation must be done to director and colleagues by Mentor a week before project. But give out brochures for participants at the end of pilot.

✓ It is better to give the participants responsibility to choose their own group . Otherwise they wouldn' attend. As a mentor you may remind they should not be a late as it was their choice to be in that group.

✓ CLOSE FRIENDS ? Participants had seen each other inside the institution but only older one knows 2 of them and he is very close friend one of the participant, K.K. Mentor should ask if they know each other so Mentor leads them to talk about output. So type of reflection might change. This both effects team work and indivially openless; for example K.K. who is close friend of talkative participant, Ö.S. and he pointed out to all of us while writing evaluation form that he has never been talked during sessions ıf only someone asks something, but on storyboard exercise he really could express himself, very personal issue he draw as he effected by emotionally in the past. (it is just because Ö.S. is close friend and couldn't share his thoughts before , OR he is JUST VİSUAL LEARNER/PROJECTOR that drawing is only way to express himself.

✓   MUSİC ; Classical music was on during both sessions

  ✓ DIFFERENT PARTICIPANT ISSUE ; One participant was slower than others or lack of harmony. But later on Bingo he stood up and walk around. Mentor should be ready for the slow participants. If you wait too much, others will get bored. If you never give the feeling that you don't wait for the slow one , he will felt out of the group. So mentor has a role to keep every body " in the group".

  ✓ BİNGO ; more physical skill- boxes might be interesting ; rolling tongue,twist fingers, to take eachs hands behind your back, to make a bridge with your body.

  ✓ TO TAKE COPY OF OUTPUT : **Mentor must have copy of what they did on worksheets for evaluation. Also the documents he kept shows his responsibility and value for project.**

Extra information
  ✓ <u>Worksheets for additional information for who asks extra info</u> about 21 century skills, education system, life long learning, 8 key competences for life long learning , adult education principles, cv tools etc.

✓   <u>Information paper necessary for mentor</u> for additional information for who asks extra info about 21 century skills, education system, life long learning, 8 key competences for life long learning , adult education principles, cv tools, personality tests etc.(not suitable to give out) EX : bingo game "ıs there anybody knows the place of RNA & DNA". This must known by mentor to check who knows it.

Technics

- ✓ Before laptops activities, all docs. etc must be taken away from desktop otherwise they might curios about previos pilot output.
- ✓ Computers windows update, Winzip update MUST switched off
- ✓ New & sensitive mouses needed.
- ✓ Web connection must be tried on storyboardthat.com page, ıf the process slow they got bored.
- ✓ USB-ports should be blocked, otherwise participants can and will exchange information.

Directives for each activity
- ✓ Directives must be clear.
- ✓ Before Bıngo or any other activity directives must given in advance.
- ✓ Directives and additional info (for 16 pf) given before they open the page otherwise they don't listen start to do then they ask about directives.
- ✓ Online games/activites mentor should not tell about every button , mentor let them courage for peer communication; to ask help for, to help, to share ideas.

Quiz*(on page 24)
- ✓   definition of "how learning Works" necessary.

16 p.f.
- ✓ 16 pf must be done again by mentor to take notes for complicated questions, of mentor translation is clearer s/he may send this to contact of 16pf.com to make them change translation on web.
- ✓ These notes taken by Mentor MUST HAVE READ TO PARTİCİPANTS BEFORE THEY TAKE THE TEST, like emails means also posts, incoming calls etc.
- ✓ A table of 16 pf result ; codes, types and typical characterictics must be on the list to give brief info.
- ✓ Mentor should learn reallife team result who was with participants during sessions as well. To share with the group.
- ✓ English version of 16 P.F. İS FULL ! but Turkish translation is limited till 2nd page . so participants read 1st page of result and who wants to see more or wants to see weakness and strengths couldn't go further as all pages were all in ENGLİSH ! probably to read or to save it would be useful so the following day Mentor would print out for each participant.

7 star- pathway

- ✓ there is an differences between groups ; one group prefereed "family&friends" together and other group prefer blood relation so even s/he is close friend , must be in network/social relation pathway. So their preference was "network&friends" , "family"   so before satarting pathway , 7 lines sholud be drawn and let them analyse and decide where friends pathway should located.
- ✓ 7-pathway "steps" was not clear they could not find but mentor directed them on simple example ;

These steps may be in a list on digital form of star in a mix so participant choose correct order for himself ; visual learner mıgt prefer online learning, auditory learner prefer audio books, or some prefer going course to learn by direct contact.

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Ex:
EDUCATİON PATH I HAVE TO İMPROVE MY SELF
1-To get a dictionary
2-To download English learn application on my mobile
3-To go to a course
4-To have an pen-friend
5- to go touristic places in İstanbul to practice
My aim is To learn English !!!!!

storyboardthat.com

- ✓ For avatar and storyboard that Mentor didn't give whole directives as it just because to form peer-contact. To ask help from other , to help others, to share ideas with others,

- ✓ Even directive is clear they preferred to draw 3 different story after prison life, as there are many pathways. So for next pilot Mentor should give critical thinking directive as well. "ıt must be a one proper story with 3 scene and than you will be making each scenes from others perspective" OR that may block the reality. As their story involves with nobody, so he might be bloc.

- ✓ IQ test or add visual test to describe personality like choose rabbit or dog ; snake or spider then at the end you will see adventurer,shy, etc. or written or verbal test to let them know about visual learner, auditory learner, or mixed.

Feedbacks

- ✓ Evaluation form was 7 paged-form but they were so into writing, so Mentor made them to be quick as ıt took 45 minutes-60 minutes (to take both evaluation and consent form and give out certificates.)
- ✓ only 4 participants given examples for his personal skills. They all did evaluation on scale but could not find any example (may be because of time)
- ✓ EXAMPLES GIVEN FOR PERSONAL SKILLS are mostly sentences used in content of the question, not all of them proper example, just confirming the skill or question is totally misunderstood. "I like being part of the group" "I like Planning" "I am team player" So for next pilot "skills" might be in the content of pilot
- ✓ Daily feedbacks (AT THE END OF SESSİONS) are necessary
- ✓ Direct feedbacks while working on it was so effective as big 5 test's critics,questions, problems taken during test which really helped for Nick and participants. So Nick answered about process or what part will be changed in soon future. Otherwise they already forget which test was which one.
- ✓ There should be reminder slide/sheet about all tests activities on last days presentation while they are filling evaluation form.(first screen of 16 p.f., big 5 test 2 pages of 7-pathways, etc.)

- ✓ CONSENT FORM both in English and participants' language is necessary. And multiple choice I agree , I disagree must be clear to see their permission or not. Signing after pilot is prefable. Also if anybody is leaving pilot early you should make him sign before he left te session.

*Quiz
Part 1

Please put X next to phrase that refers you .

Ι know how to cook…….
Ι can easily calculate and control my budget……….
When entering a meeting room, I recognize power positions……
I know all chemical elements…..
I know how to dance……..
I speak 2 or 2+ languages……….
I like to go fishing ………….
I know how to combine colors when decorating……..
Ι know how to change a car tire or/and repair my car………
I can knit pullover……….
Social media is my best free-time- activity……….
I know everything about turkish folk music……
Ι know most of the capitals of European countries……
I play guitar…….
I am very good in using make-up for myself/others…………
I know where to find most fresh and tasty vegetables/fruits……….
I know how to give first-aid………
 I can swim and also can rescue people who drowns……..
I can teach others how to use this/that……..
When I am in forest, I can receognise ost of the trees and plants………….
I am very good in organising vacations……..
I understand how learning Works…………
I know most of the important historical events of my country's history…….
I really enjoy reading articles about biology………..
At night I enjoy looking at the sky and recognising the constellations and planets……