

TRAINERS GUIDE

Step by step
GRIT and Growth mindset



character

DEVELOPMENT FOR
ACTIVE LIFE



Funded by the
European Union

This trainers guide is a complete manual which guides trainers step-by-step to animate a workshop / training session on some soft skills

Target group of the training:

ADULT or YOUNG LEARNER INCLUDING NEETS

WELCOME

We are very pleased that you have chosen to become a trainer in Character Development. This trainer's handbook is designed to help you organise and run courses for adult learners, including NEETs.

Through this program, trainers will gain a better understanding of GRIT and Growth mindset and be able to apply this knowledge and use this program as a tool to motivate and support adults in their training courses.



character

**DEVELOPMENT FOR
ACTIVE LIFE**

GENERAL INFORMATION

This Trainer's Handbook includes all the information and documents that you will need to run the course : "GRIT and Growth mindset"

The handbook consists of 6 modules :

Module 1 : GRIT and Growth mindset

Module 2 : How to boost employability with soft skills

Module 3 : Basics of positive psychology and emotional intelligence

Module 4 : Self awareness and the different facets of self concept

Module 5 : Resilience and persistence

Module 6 : Active Citizenship and European values

These modules can be delivered in full or in part to a group of trainees. Each module covers several soft skills and you can choose the module according to the real needs of your trainees.

Module	Soft skills
Module 1 : GRIT and Growth mindset	Self capacity building - Self discipline skills - Stress management - Self confidence - Self motivation resilience
Module 2 : How to boost employability with soft skills	Creativity - Critical thinking - Innovating thinking
Module 3 : Basics of positive psychology and emotional intelligence	Positive psychology - Emotional intelligence - Socialisation skills - Team work
Module 4 : Self awareness and the different facets of self concept	Self concept - Social comparison - Self motivation - Introspection concept
Module 5 : Resilience and persistence	Prioritising work/life balance - Goal setting - Decision making - Stress management
Module 6 : Active Citizenship and European values	Active citizenship & European values - Assertiveness - Cross-cultural communication

Module 1 GRIT and Growth Mindset : Presentation

This GUIDE content, for one module

- Presentation, preparation, material
- The teaching scenario or summary sequence
- Step-by-step description of each part of the module
 - Welcome and start-up
 - Unit 1, 2, 3 ...
 - Conclusion and evaluation

What information is provided in this guide?

- The objectives of the module as a whole
- The pre-requisites
- The objectives of each unit
- The planned duration of each unit
- The key messages
- The instructions you will give your trainees for carrying out the activities
- Advice on facilitation/animation in certain cases (warnings or tips)
- The content of the pre- and post-training assessments, and advice on how to use/analyse them effectively

The appendices contain :

- Image bank
- Selection of animation techniques
- Selection of icebreakers and energisers
- Checklist for trainers
- Content of surveys
- Trainee follow-up booklet



Module 1
GRIT and Growth
Mindset

Presentation of the training module 1

MODULE AIM & LEARNING OBJECTIVES

The aim of this training module is to provide participants with a comprehensive understanding of taking challenges and learning from them.

By the end of the module 1, participants will be able to:

- create awareness of perseverance and passion for long-term goals
- understand what is a growth mindset and how to develop it
- understand what mindfulness is, why it is important, and how to practice it

LEARNING STRATEGY

The module includes practical exercises and case studies. Each unit includes short theoretical parts and practical activities. The trainers can decide to start by the theoretical parts or by the practical activities.

We suggest that participants signed up on the website for the bite-size and to look at the videos and documents on the website (before, during, or after the course)

PRE-REQUISITES

- Participants should have a good level of spoken and written language skills used for the course

DURATION (maximum 10 hours)

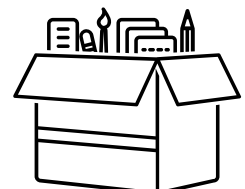
- Welcome and start-up : 20 to 30 minutes
- UNIT 1 : Minimum 1h30 and Maximum 3h
- UNIT 2 : Minimum 1h30 and Maximum 3h
- UNIT 3 : Minimum 1h30 and Maximum 3h
- Conclusion : 30 minutes

Trainers can adapt the duration (depending on the number of trainees, time available, the profile of target group etc.) They can choose the activities they want to do or skip the whole Unit.

Presentation of the training module 1

MATERIAL

DOCUMENT(S) TO PRINT OR TO DRAW	MATERIAL NEEDED
<ul style="list-style-type: none">• Learner handbook (Trainers choice)• Thought diary M1U2_Thought Diary.pdf• Journaling examples PR2 – Google disks <p><u>External materials:</u></p> <p>Angela Duckworth What's My Mindset? (mindsetworks.com) Body Scan Exercise, Jon Kabat-Zinn - YouTube</p>	<ul style="list-style-type: none">• Post-it notes• A4 white papers• Flipcharts• Scissors• Dixit cards (any other picture cards)• Art supplies: Pens, Pencils and Markers• A device to play music on• A cosy space for mindfulness exercises• Peace of food for Unit 3 Exercise #5: Five Senses Exercise (can be chocolate, peace of bread etc.)• Projector for videos Internet access• A device for each participant (computer or phone) with internet access.



Presentation of the training module 1

PREPARATION (before the participants arrive in the room)

1. Define Workshop Objectives:

Clearly outline the goals and objectives of the workshop. Identify what knowledge, skills, or outcomes participants should achieve by the end of each session.

2. Plan Workshop Structure and Content:

Develop a detailed workshop agenda with an overview of topics, session timings, and breaks. Print it and stick it to the wall in the training room.

3. Analyse the answers to the questionnaire :

M1 Assessment survey and take this into account when adapting your teaching

4. Analyse the answers to the questionnaire :

Trainees´Pre-training questionnaire and take this into account when adapting your teaching.

5. Prepare Materials and Resources:

Gather all the necessary materials and resources for the workshop you have planned, such as handouts, slides, props, activity materials, audiovisual equipment, and any additional tools or resources specific to the workshop activities. Printout documents have to be printed out for each participant. Check the '**Document for each section to print out**' or in description of **each activity** (Under Materials) to see the needed documents.

6. Create Visual Aids and Presentation Materials:

Design visually appealing and engaging presentation slides or visual aids to support your delivery. Use clear and concise language, relevant visuals, and effective use of multimedia elements.

Presentation of the training module 1

7. Practice and Rehearse:

Familiarize yourself with the workshop content, activities, and presentation materials. Practice your delivery to ensure smooth transitions, clarity of explanations, and effective time management.

8. Set up the Physical Environment:

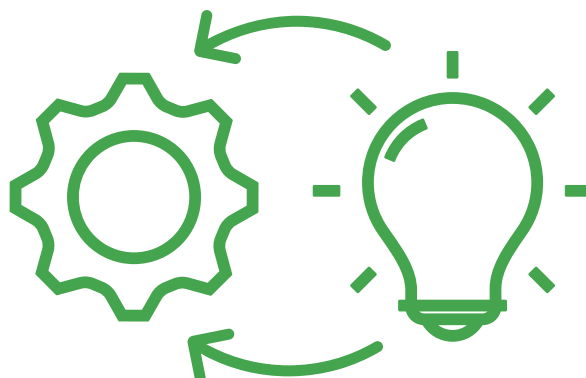
Arrange the workshop space in advance, ensuring it is conducive to learning. Set up seating arrangements, audiovisual equipment, and props or materials. Consider the room layout and ensure it promotes interaction and engagement. In this Module we are working with sensitive topics, so environment should be welcoming, cosy and comfortable + has enough space for privacy in some of the tasks.

9. Check Technical Equipment:

Test and verify that all technical equipment, such as projectors, microphones, speakers, and laptops, are in working order. Prepare backups or alternative solutions in case of technical issues.

10. Develop a Contingency Plan:

Identify potential risks or challenges that may arise during the workshop and develop a contingency plan to address them. This may include backup activities, alternative delivery methods, or solutions for technical issues.



Course Outline / Teaching Scenario module 1

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
<p>Welcome and Start-up</p> <p>30mn</p>	<p>Create a safe environment essential for learning</p> <p>Present the training module and the learning progression</p> <p>Agree on the rules for life within the group during the training course</p> <p>Present each other and get familiar withing the group.</p>	<p>Establish a Safe and Inclusive Environment:</p> <ul style="list-style-type: none"> • Start by setting clear expectations for respectful and inclusive behavior. • Create an open and non-judgmental atmosphere where participants feel comfortable expressing themselves. • Encourage active listening and mutual respect among participants. • Address any concerns or conflicts promptly and with sensitivity. <p>Build Rapport and Trust:</p> <ul style="list-style-type: none"> • Take the time to introduce yourself and establish a personal connection with participants. • Be approachable and accessible, encouraging questions and feedback • . • Show genuine interest in participants' experiences and perspectives. • Use ice-breakers and team-building activities to foster a sense of community among participants. <p>Clearly Define the Topic and Objectives:</p> <ul style="list-style-type: none"> • Begin by clearly explaining the purpose and relevance of the topic. • Communicate the learning objectives and what participants can expect to gain from the session. • Use engaging and relatable examples to illustrate key points. • Provide a roadmap or agenda to guide participants through the session. <p>Adapt to Participants' Needs:</p> <ul style="list-style-type: none"> • Be attentive to participants' diverse backgrounds, learning styles, and needs. • Adjust the pace and level of complexity to ensure everyone can follow along. • Offer additional support or resources for participants who may require it.

Course Outline / Teaching Scenario module 1

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
		<ul style="list-style-type: none"> • Create a supportive environment for participants to ask questions or seek clarification. <p>Remember, creating a safe and inclusive environment and delivering the topic effectively requires sensitivity, empathy, and adaptability.</p>
Unit-1 "Get Your Grit" Exercise #1- Reflection 30min	<ul style="list-style-type: none"> • The learning outcome of this activity is to encourage the learner to reflect on their own level of grit and perseverance in the face of setbacks and challenges. Additionally, this activity aims to help them identify strategies to increase their GRIT and stay motivated when faced with difficult tasks. 	<p>Theoretical part - Trainer presents the different examples of famous people who has demonstrated GRIT. Discussion about these people should follow.</p> <p>Individual work - Reflect on personal GRIT by answering multiple questions.</p>
Unit-1 - Theoretical background about Grit 20min	<ul style="list-style-type: none"> • Learners will understand the concept of GRIT, and its components • Learners will learn about the importance of GRIT for success in achieving goals in different areas of their lives 	<p>Learners listen to the trainer and engage in the discussions.</p>

Course Outline / Teaching Scenario module 1

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit-1 - Range of Activities or exercises to be chosen 1h50	Learners will gain a new perspective and insight into the development of their individual personal and professional growth based on passion, interest and motivation practices	Exercise #1 How Gritty are you? (20 ') Exercise #2 Plan Your GRIT (30-40') Exercise #3 Boost your resilience (30-40')
Conclusion of unit 1 + check the understanding 30min	<ul style="list-style-type: none"> Learners will reflect on their understanding and new gained knowledge from Unit 1. Group will finalise and close the topic of GRIT. 	Participants answer a sequence of questions. This activity can be done individually, in small groups or as a whole group together.
Unit-2 "Growth Mindset" Exercice #1- Embrace A Growth Mindset 20min	<ul style="list-style-type: none"> Learners will start thinking about and noticing the difference between growth and fixed mindset while gaining techniques to detect the individual traits of their own thinking (their mindset traits). 	Intro: Trainer leads a short activity and afterwards has a discussion about Growth mindset. Activity: Trainer leads activity where learners change the statements from Fixed mindset to Growth mindset.

Course Outline / Teaching Scenario module 1

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit-2 - Theoretical background about Growth Mindset 20 min	<ul style="list-style-type: none"> Learner will understand the difference between a fixed and a growth mindset Learner will be able to distinguish the abilities, traits, and skills associated with fixed and growth mindsets 	Learners listen to the trainer and engage in the discussions.
Unit-2 - Range of Activities or exercises to be chosen 2h	<ul style="list-style-type: none"> Learners will understand the difference between a fixed and a growth mindset Learners will gain techniques to understand their mindset Learners will explore practices that support the growth mindset development 	Exercise #2 Embrace A Growth Mindset PT 2 Exercise #3 Mindset Assessment (30') Exercise #4 Reflection (30') Exercise #5 Thought Diary Worksheet (30')
Conclusion of unit 2 + check the understanding 30min	<ul style="list-style-type: none"> Learners will reflect on their understanding and new gained knowledge from Unit 2. Group will finalise and close the topic of the Growth mindset. 	Participants answer a sequence of questions. This activity can be done individually, in small groups or as a whole group together.

Course Outline / Teaching Scenario module 1

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit-3 "Mindfulness" Exercice#1 "draw your life as a river" part 1/3 25-30min	<ul style="list-style-type: none"> Learners will develop self-awareness by reflecting on their life experiences Learners will identifying the factors contributing to their sense of self., identify similarities and differences in their experiences, to encourage empathy, a sense of belonging, and support for one another 	Introduction of Unit 3 Individual work: draw the river of Yourself, then share rivers with others in pairs or groups
Unit-3 - Theoretical background about mindfulness 30min	<ul style="list-style-type: none"> Learners will understand the basic concept of mindfulness and review the seven attitudinal foundations of mindfulness Learners will learn about the importance and benefits of integration of mindful practices in everyday life 	Learners listen to the trainer

Course Outline / Teaching Scenario module 1

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit-3 - Range of Activities or exercises to be chosen 1h30-2h	<ul style="list-style-type: none"> • Learners will get familiar with using a range of mindfulness techniques • Improve emotional regulation, cognitive skills, and memory as well as reduced anxiety and stress 	<p>Exercise #2 three-Step Mindfulness (30') Exercise #3: Journaling (20') Exercise #4: The Body Scan (30 ') Exercise #5: Five Senses Exercise (20')</p>
Conclusion of unit 3 + check the understanding 30min	<ul style="list-style-type: none"> • Learners will plan their future steps in using mindfulness techniques. • Group will finalise and close the topic of Mindfulness 	<p>Exercise #6 River of life pt2. Participants continue drawing their river of life from the perspective of the future. This activity is done individually, and then discussed in couples. Trainer closes the topic of the mindfulness and asks participants debriefing questions.</p>

Welcome and start-up of Module 1

The duration and the content of the introduction can be different if the learners are following 1 or the totality of the modules of the project. This introduction below is an example of the minimum that must be done, in the case where the learner is following only this module 1. It will create a safe environment.

OBJECTIVES OF THE START-UP :

- Create a safe environment essential for learning
- Present the training module and the the learning progression
- Agree on the rules for life within the group during the training course
- Show that the answers to the Trainees' pre-training questionnaire have been taken into account

DURATION :

Maximum 9 hours (depending on the number of participants, on if participants know each other or not, if it is the first module or not...)

START-UP : STEP BY STEP



Optional: Play some pleasant background music while the participants are arriving and finding their places.

1. (20 to 30 min) Introduction to the module - get to know each other

- (5 to 10 min) Introduce yourself (and possibly your organisation).
- (5 to 20 min) The introduction allows participants to get to know each other
- (10 min) Explain briefly how the training project began and the partnership with ERASMUS+ Partners

Welcome and start-up of Module 1

Key Message :

“Welcome to the Character Development Handbook! In this program, we aim to provide adult trainers with the tools they need to motivate and upskill learners (adults, including NEETs) to increase their employability.

Through this program, trainers will gain a better understanding of GRIT and Growth mindset and be able to apply this knowledge and use this program as a tool to motivate and support adults in their training courses. Additionally, the program focuses on teaching learners (with the guidance of trainers) the importance of GRIT and a Growth mindset and ways to approach these topics. By learning the importance of GRIT and a Growth mindset, learners of this program will gain the skills and knowledge necessary to stay motivated and focused on their goals. They will also learn to be resilient and persistent in the face of adversity and to better understand themselves and their place in the world.

Remember :

The handbook consists of 6 modules:

1. GRIT and Growth mindset,
2. How to boost employability with soft skills,
3. Basics of positive psychology and emotional intelligence,
4. Self-awareness and understanding the different facets of self-concept,
5. Resilience & persistence,
6. Active Citizenship & European values.



Each module contains various Units that address different topics within the module's subject. Besides, each Unit provides a base for theory on the topic of the Unit and a description of activities that can be implemented with the guidance of the trainer.

Welcome and start-up of Module 1

What is this GRIT?

One might ask. Well, GRIT is a combination of passion and perseverance, and the Growth mindset is the belief that one's skills and abilities can be improved through effort and dedication. If you want to learn more, go ahead and read on!



Best of luck on your GRIT journey!"

2. (15 min) - Clarification of the course objectives and presentation of the course plan

Present the module objectives and timetable; making any necessary clarifications in relation to the expectations expressed during the preceding activity.

It is also important to quickly feedback the group's answers to the “Trainees ‘Pre-training questionnaire” and to the “M1 Assessment survey”

3. (15 min) - Clarification of the course rules

Remind the participants of the training schedule and that the training is conducted in English/local language, but that they should not hesitate to ask for further explanations or translations if they do not fully understand something.

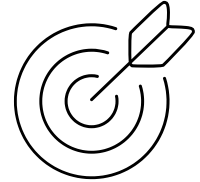
4. (15-30min) Icebreaker OR Weather of the day

And at the end of each day to check evolution of the learners

[Link to Annex: ???](#)

Unit 1 : Get Your Grit

OBJECTIVES:



Learners will :

- Understand the concept of GRIT, and it's components
- Learn about the importance of GRIT for success in achieving goals in different areas of their lives
- Gain a new perspective and insight into the development of their individual personal and professional growth based on passion, interest and motivation practices
- Be able to practice different ways that help develop grit and resilience

DURATION of Unit 1:



3 hours (depending on the number of participants and decisions of trainer)

PLAN, LEARNING OUTCOMES AND INSTRUCTIONS FOR LEARNERS

1. Unit Introduction : explain the title of this unit and the aims, inspire people to get involved in this new unit:

GRIT is the driving force that propels you forward on the path to achieving your long-term goals, even when faced with challenges. It encompasses the unwavering determination to work hard, overcome obstacles, and stay committed to your journey. With GRIT, you embrace the courage to take risks and persevere in the face of adversity. Consider GRIT as the powerful fuel that will propel you towards success and bring your dreams to fruition. Get ready to unleash your GRIT and embark on a transformative journey towards your goals!

2. Activity-1 to introduce the unit 1 (20-30 min) : Reflect on your own Grittiness

The learning outcome of this activity is to encourage the learner to reflect on their own level of grit and perseverance in the face of setbacks and challenges. Additionally, this activity aims to help them identify strategies to increase their GRIT and stay motivated when faced with difficult tasks.

The theory: As trainers, it is essential to understand the concept of GRIT and its implications for personal development. Please research this topic.

Here is the summary in a nutshell: Welcome, learners! Today, we are going to explore the concept of GRIT through inspiring examples of individuals who demonstrated resilience and determination in the face of setbacks.

Example 1: Walt Disney

Most of us know Mickey Mouse, but did you know that the genius behind this beloved character was once fired for not being creative enough? Despite this setback, Walt Disney showed incredible GRIT. He relentlessly pursued his dreams, working tirelessly until he created something truly special and unique. His success was unheard of, and today, children around the world sing along with Mickey Mouse and other beloved characters. Disney's story is a powerful reminder of what can be achieved through hard work, discipline, and GRIT.



Example 2: Nelson Mandela

Nelson Mandela, former President of South Africa, endured 27 years of imprisonment for his fight against apartheid. Despite facing immense hardships, Mandela displayed unwavering resilience, forgiveness, and determination. His story serves as a symbol of hope and inspiration for people worldwide.

Example 3: Thomas Edison

Inventor Thomas Edison is known for his persistence and GRIT. Despite encountering thousands of failures in his quest to create a practical electric light bulb, Edison never gave up. His famous quote, "I have not failed. I've just found 10,000 ways that won't work," reflects his unwavering determination.





Example 4: Oprah Winfrey

Oprah Winfrey overcame a challenging upbringing, including poverty and childhood trauma. She faced racial and gender discrimination early in her career and experienced setbacks, such as low ratings for her talk show. However, Winfrey's resilience and dedication led to tremendous success, making her a powerful inspiration for empowerment.

Example 5: J.K. Rowling

Author J.K. Rowling faced multiple rejections before her Harry Potter series was published. Despite personal and financial challenges, Rowling persisted and displayed immense determination. Her resilience paid off when the series became a global phenomenon, making her one of the most celebrated authors in the world.



These examples demonstrate the power of GRIT in overcoming obstacles and achieving success. Throughout this session, we will delve deeper into the qualities that define GRIT and explore how we can apply these principles in our own lives. Let's embark on this inspiring journey together !

After this theoretical part, trainer shifts participants in to reflection part, where each participants answers these questions:

- *Do you give up easily or tend to push through setbacks? Try to remember what are the triggers that make you quit. What role does Failure play in perseverance and success for you? Do you let failures stop you?*

- *How do you stay motivated and persevere when faced with a difficult challenge ? Try to remember a time when you didn't give up when the challenge came your way. What strategies do you use to stay focused and determined when working towards a goal? Does overcoming obstacles come naturally to you ?*
- *Think about your small daily tasks (Workout, cooking, everyday assignments at work). What is your dominant reaction to everyday failures and difficulties ?*
- *Would you say you are a gritty person, or are you easily discouraged ?*

The questions can be answered individually, in pairs or in groups. After answering these questions trainer can ask participants to share their experience.

3. Therotical background (30min) :

The learning outcome of the following theoretical part is:

- Learners will understand the concept of GRIT, and its components
- Learners will learn about the importance of GRIT for success in achieving goals in different areas of their lives

Instructions given to learners during the theoretical step

- Trainer presents theory about GRIT.

Do you ever find yourself in a situation where no matter how hard you try, it feels like reaching your goals is an insurmountable task? If you can relate, then it's time to lend an ear to the concept of GRIT.

GRIT, which stands for "Growth, Resilience, Instinct, and Tenacity," is a fascinating trait proposed by renowned psychologist Angela Duckworth. It revolves around the idea of having unwavering perseverance, unyielding passion, and an unwavering commitment to long-term goals, even in the face of adversity. It's the secret ingredient that can unlock the door to success in various domains of life, be it academics, career, or personal growth. So, if you've been feeling stuck in a rut, it might be the perfect opportunity to nurture your GRIT!

Module 1 GRIT and Growth Mindset : Units Guide

Extensive research has shown that GRIT is not a fixed attribute but a quality that can be developed through dedicated practice and the cultivation of specific habits. While the scientific exploration of GRIT is ongoing, it has already demonstrated its ability to predict success and unlock higher levels of life satisfaction, enhanced coping strategies, and improved psychological well-being. GRIT entails more than just hard work; it's about adopting a positive mindset and focusing on progress and growth instead of succumbing to the perils of a fixed mindset.

Now, you might be wondering how you can evaluate your own level of GRIT. The answer lies in the GRIT Scale, a comprehensive assessment tool that measures your perseverance, determination, and resilience. It provides valuable insights into your potential for success in various aspects of life, whether it be education, business, or sports. As you progress through this unit, you'll have the opportunity to gauge your own Grittiness and identify areas for further development.

Moreover, it's important to recognize that GRIT isn't solely dependent on working hard and persevering. It also encompasses cultivating the right attitude and mindset. Surrounding yourself with a supportive social network and creating an encouraging environment can amplify your journey towards developing GRIT. Peers and mentors can serve as pillars of motivation, guidance, and inspiration along the way.

Remember, GRIT is not an inherent trait set in stone; it's a quality that can be fostered, strengthened, and refined through conscious effort and dedication. So, if you're ready to embark on the journey of self-discovery and empowerment, take a moment to listen, absorb, and internalize the principles of GRIT. Unleash your true potential and witness the transformative power of perseverance, resilience, and an unwavering spirit. It's time to embrace your GRIT and embark on the path to lasting success!

Tips for theoretical step

- Trainer can present the theory any way, he feels comfortable with. He can use presentation, flipcharts, creative activity, just a lecture, use additional videos or any other way, that is best for the groups.
- Additional information on the topic can be found here:
- - [Grit: the power of passion and perseverance | Angela Lee Duckworth](#)
- <https://angeladuckworth.com/research/>
- [Why Grit Is More Important Than IQ When You're Trying To Become Successful \(forbes.com\)](#)

4. Activities (1,5 - 2 h) :

The learning outcome are:

- Learners will gain a new perspective and insight into the development of their individual personal and professional growth based on passion, interest and motivation practices
- Learners will be able to practise different ways that help develop grit and resilience

Tips for the activities step:

- Before activities, the trainer can give an explanation on why to practice **GRIT**: Practicing the exercises from this Unit can help one become more resilient and focused. They help to develop a growth mindset, allowing you to take on challenges with a positive attitude. They are simple tasks that will help you stay committed and disciplined, so you can keep working towards your goals even when faced with obstacles.
- The trainer introduces all activities separately, and he can choose the sequence of the activities as well as if all listed activities are needed.

Instructions given to learners during the activities step:

Exercise #1: How Gritty Are You? (20 min)

1. **Introduce the activity:** Explain that this activity aims to assess the participants' level of grit using a survey developed by psychologist Angela Duckworth.

2. **Distribute the survey:** Provide the participants with a survey consisting of 10 questions that ask them to rate their level of agreement on a five-point scale: [Angela Duckworth: https://angeladuckworth.com/grit-scale/](https://angeladuckworth.com/grit-scale/)

3. **Explain the scoring:** Clarify that higher scores indicate a greater level of grit, while lower scores suggest a need to work on persevering in the face of challenges.

4. **Reflection questions:** After participants complete the survey, encourage them to reflect on their results by asking the following questions:

- *Do you believe your score is reflective of your life ?*
- *Think about and describe a time when you displayed grit.*
- *Why is having grit important ?*
- *Do you think grit is something you are born with or something you have to work on ?*

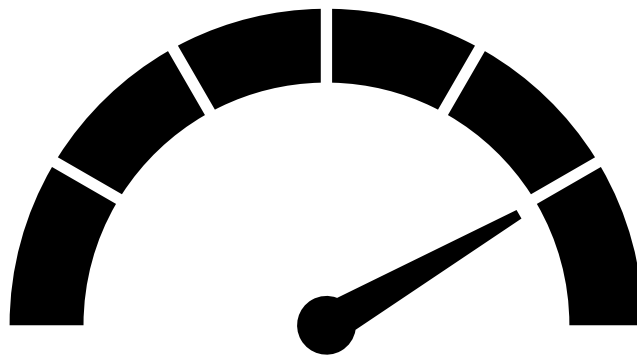
After participants answer these questions, trainer can ask participants to share what they have learned about themselves in couples. (Here, it is important that participants choose a pair that they feel comfortable with).

After this activity it is important to explain participants how to use their **GRIT Score**: “Angela Duckworth created the Grit Scale as a scientific tool to study grit because, as a researcher, she believes that you cannot study what you cannot measure. The questionnaire serves as a means to assess and quantify grit, allowing for deeper examination and analysis.

Moreover, Angela finds this questionnaire a valuable prompt for self-reflection. In fact, many exceptional coaches and teachers utilize it with their players and students to initiate discussions about their evolving passion and perseverance.

However, it is essential to acknowledge that all psychological measures, including the Grit Scale, have limitations. It is possible to manipulate or artificially inflate grit scores with minimal effort. Additionally, an often overlooked limitation of questionnaires is "reference bias," where individuals assess behavior based on different standards. Therefore, your score not only reflects your level of grit but also the standards you set for yourself.

Angela believes the Grit Scale can benefit research and self-reflection. Still, due to its inherent limitations, it is not suitable for various purposes, such as employee selection, college admissions, evaluating teacher performance, or comparing schools or countries to one another.”



Exercise #2: Plan Your GRIT (30-40 min)

1. **Set the stage:** Instruct participants to take out a piece of paper and a pen for this activity.
2. **Write out your goals:** Guide participants to spend some time writing down their long-term and short-term goals to gain clarity and motivation.
3. Ask participants to **choose one of the goals** they will focus on.

4. Visualize your success:

- Ask participants to choose one of the goals from their list and write it on the top of the blank piece of paper.
- Suggest they find a comfortable space in the room and Encourage participants to close their eyes and imagine a situation where they have achieved their goal.
- Emphasize the importance of focusing on the feelings and vividly visualizing success.
- Let them visualize for 5 minutes in silence or put calming music in the background.
- After the visualization, have participants write a few sentences about their visualization, what they are proud of, and what they have learned.
- Encourage sharing these stories and visualizations with others to reinforce the feeling of success and motivate others.

5. Create a support system:

- Identify friends, family, or colleagues who can provide support or encouragement in achieving this goal and write them down.
- Have them write down these individuals' names on their GRIT plan.
- Now ask them to make a step-by-step strategy on how they can reach this goal. Within their step-by-step guide, they should include the people that can help them achieve their goal (they can be from the list previously made, but they can also add people in the process). Remind participants that steps do not have to be big; they can be just small steps that help them get closer to their goal.
- Emphasize the importance of a support system in maintaining motivation and focus.

6. Celebrate your successes: Remind participants to acknowledge and celebrate their small victories and even plan them in their GRIT plan. Guide them to write down the milestones they plan to celebrate and details of how, with whom, and where they will celebrate. Stress the significance of recognizing progress and successes in boosting motivation and determination.

7. **Take a break:** Highlight the importance of self-care and the need for breaks when necessary. Instruct participants to write down activities they can engage in when they need a break, such as a short walk, quick exercise, stretching, or enjoying a warm beverage. Encourage them to avoid unnecessary actions like scrolling social media or watching TV during these breaks.

8. **Stay positive:** Throughout the process, remind participants that maintaining a positive attitude and outlook greatly impacts their journey. Emphasize that it's okay to adjust and rewrite their plans as needed. Encourage them to focus on the task at hand and not get discouraged when things don't go as planned.

9. Now that each participant has their own GRIT plan, **trainer can choose to debrief on the process of this activity.** Trainer can ask questions like:

- *How did you feel visualizing achieving your goal?*
- *Which part of the exercise was hard?*
- *Which part did you enjoy the most?*
- *Is there anything new you learned?*
- *When planning your goals, do you usually think of support system?*
- *Will this plan help you achieve this goal? Etc.*



Exercise #3: Boost Your Resilience (30-40 min)

1. Introduce the concept of resilience: Remind participants that resilience is essential to GRIT.

2. Explain the 4-factor approach: Describe the 4-factor approach for developing resilience, which includes stating the facts, taking ownership without blaming oneself, reframing and re-evaluating the event, and allowing oneself time to heal and adjust.

3. Illustrate with a metaphor: Use a car crash as a metaphor to explain the 4-factor approach. Explain each step:

- Acknowledge what happened without exaggerating the trauma: "*I had an accident and got hurt, but I was able to get help and fix my car.*"
- Take ownership without blaming yourself: "*I had an accident; that can happen. Fortunately, I am okay.*"
- Look for the silver lining: Encourage participants to find something positive to be grateful for, such as the fact that it wasn't worse and nobody else was hurt.
- Give yourself time to heal and adjust: Emphasize the importance of allowing oneself time to process and recover from challenging situations.

4. Divide participants into groups of 4-5 people: Give them one example of a hardship experience that you have prepared beforehand. These examples can be:

- Financial Struggles: Jane, a young professional in her late 20s, faces significant financial struggles after being unexpectedly laid off from her job due to company downsizing. With the sudden loss of income, she finds herself drowning in debts accumulated from student loans and credit card bills. Jane is overwhelmed as she struggles to make ends meet, pay rent, and cover basic expenses like groceries and utilities. The constant financial stress takes a toll on her mental and emotional well-being.

- Academic Setbacks: Sarah, a 16-year-old high school student, experiences persistent academic setbacks with consistently low grades in subjects like math and science. Despite putting in effort and studying diligently, she struggles to grasp certain concepts and faces difficulty in applying them during exams. Sarah feels frustrated and discouraged as her grades continue to decline, leading to self-doubt and a loss of motivation. She compares herself to her classmates who seem to effortlessly excel academically, which further amplifies her feelings of inadequacy.
- Relationship Challenges: Mark, a 25-year-old young adult, navigates a challenging and emotionally draining romantic relationship. He is in a long-term partnership where communication breakdowns, frequent arguments, and conflicting values have become recurring issues. Mark feels trapped in a cycle of emotional turmoil, constantly questioning the compatibility and sustainability of the relationship. The ongoing challenges strain his mental and emotional well-being, leaving him feeling drained and uncertain about the future of the partnership.
- Health Setbacks: Emma, a 45-year-old middle-aged woman, faces a serious health setback when she receives a challenging medical diagnosis of a chronic illness. The diagnosis requires her to undergo intensive treatment, including regular visits to specialists, medication management, and significant lifestyle adjustments. Emma grapples with physical symptoms, emotional upheaval, and the realization that her health condition will have a long-term impact on her daily life. The uncertainty and fear surrounding her health create a significant emotional burden as she must navigate the challenges of managing her condition while maintaining a sense of normalcy in her life.

5. Each group should **prepare a 4-factor approach** to the example of the hardship they have received from the trainer.

6. Ask each group to **present their hardship** and their **4-factor approach solution**. After each presentation group can join in the discussion and add their solutions to this hardship.

Trough these discussions, participants can see the different approaches and solutions that can be applied to the same problem.

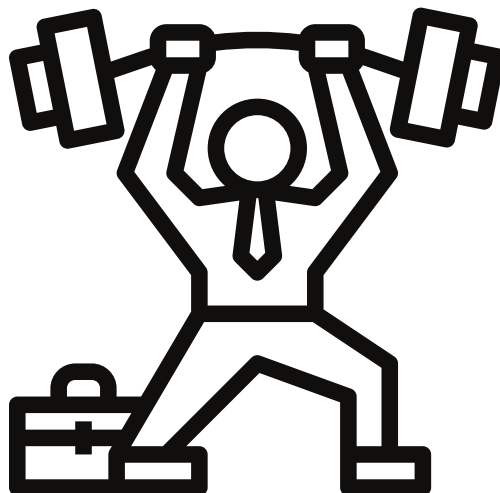
7. If the trainer has time and the group is ready (They feel safe in the environment, they are ready to open up, and they are mentally strong to face their own challenges), he can ask participants to **imagine a hardship they have encountered** and later go through the **4-factor approach of their own problem**.

Depending on the group, the trainer might ask them if they would like to open up and share their own hardships and maybe ask for ideas on how to overcome it in the group.

IMPORTANT: This can be a sensitive and emotional step, so do not do it if the group or the trainer is not ready!!!

8. **Practice regularly:** Encourage participants to practice this method regularly to develop resilience skills. Highlight that it can help them see the brighter side of any situation and become more resilient.

Remember to create a supportive and inclusive environment throughout the activities. Encourage open communication, active participation, and a non-judgmental atmosphere that foste



5. Check the understanding of unit (1: 30 min)

Reflection Questions: Ask learners to reflect on their experience with the activities in Unit 1. Provide open-ended questions encouraging them to express their thoughts, insights, and personal takeaways from the exercises. This will help you gauge their level of engagement and understanding.

Examples of the questions:

1. *What were your initial thoughts and expectations about the activities in Unit 1? Did the activities meet your expectations? Why or why not?*
2. *Reflect on your experience with the activities related to developing grit and resilience. What did you find most challenging? What strategies or techniques helped you overcome those challenges?*
3. *How did the activities in Unit 1 change your perspective on setbacks and failure? Did you develop a new understanding of the importance of resilience and perseverance?*
4. *Think about the concept of grit and its relationship to long-term goals. How do you plan to apply the principles of grit to your own goals and aspirations?*
5. *Share any insights or realizations you had during the activities. Did you discover any new strengths or areas for improvement? How will you leverage this newfound knowledge in your personal growth journey?*
6. *Reflect on the collaborative aspects of the activities. How did working with others contribute to your learning experience? What did you learn from your peers, and how did their perspectives shape your understanding?*

7. Summarize the most important takeaways from Unit 1. *What lessons or concepts will you carry forward as you continue your journey toward developing grit and resilience?*

6. Conclusion of the unit (5 min)

Trainer can use dixit (or any other picture cards) as a conclusion activity:

1. Ask participants to individually select a card from their own deck that they feel best represents their thoughts, feelings, or insights related to the prompt. Give them a moment to choose their card.

2. **Share and discuss:** Once everyone has selected a card, ask each participant to share the card they chose and explain why they feel it represents their thoughts or insights on the topic. Encourage them to describe the symbolism or connection they see between the card and their reflections.

Trainer gives a conclusion speech to the participants: “Congratulations on completing this unit on GRIT! We hope you found it insightful and engaging. Throughout this journey, you have delved into the importance of perseverance, passion, and commitment to your long-term goals. Remember, GRIT is not just about working hard; it's about maintaining focus and determination in the face of challenges and setbacks.

In this unit, you took meaningful steps to develop and strengthen your GRIT. You assessed your own level of GRIT through a survey, set clear goals, visualized your success, built a support system, celebrated your achievements, and learned strategies to boost your resilience. These valuable tools will help you maintain your commitment and focus on your goals, even during difficult times.

Module 1 GRIT and Growth Mindset : Units Guide

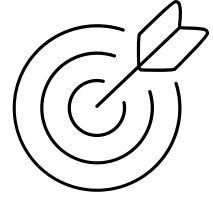
As you continue on your GRIT journey, remember that it is an ongoing process. Developing GRIT requires deliberate practice and hard work. Stay positive, stay motivated, and be open to taking breaks and recharging when needed. Embrace challenges as opportunities for growth and always believe in your ability to overcome obstacles.

We encourage you to keep exploring and applying the principles of GRIT in your personal and professional life. With GRIT, you can overcome challenges, achieve your goals, and lead a fulfilling and successful life. Best of luck on your GRIT-filled journey ahead!”



Unit 2 : Growth Mindset

OBJECTIVES:



This unit learners will:

- understand the difference between a fixed and a growth mindset
- gain techniques to understand their mindset
- be able to distinguish the abilities, traits, and skills associated with fixed and growth mindsets
- Explore practices that support the growth mindset development

DURATION of Unit 2:



3 hours (depending on the number of participants)

PLAN, LEARNING OUTCOMES AND INSTRUCTIONS FOR LEARNERS

1. Unit Introduction: explain the title of this unit and the aims, inspire people to get involved in this new unit.

Example:

“Have you ever considered the true power of a growth mindset? While many of us may claim to possess it, do we fully understand what it entails to transition from a fixed mindset to one that embraces growth? Extensive research has unequivocally demonstrated the incredible benefits of a growth mindset. As Carol Dweck (2017) aptly states, “The perspective we hold about ourselves can profoundly shape our life experiences.” This implies that each and every one of us has the capacity to create significant positive change.

In this Unit, we delve beneath the surface, delving into the supporting research and uncovering the necessary steps to embrace a growth mindset. By understanding the foundations and practical applications of a growth mindset, you will unlock the potential to transform your life and make a lasting impact.”

2. Activity-1 to introduce the unit 2 (20-30 min) :

The learning outcome of this activity is Learners will start thinking about and noticing the difference between growth and fixed mindset while gaining techniques to detect the individual traits of their own thinking (their mindset traits).

Instructions given to learners:

Activity: "Go, Stop, Clap, Jump"

Instructions:

1. Begin by explaining the basic rules of the activity to the participants. Let them know that they will be moving around the space and following instructions given by the trainer.

2. Start with the initial rule: **"Go"** means participants should walk or move around the space freely, while **"Stop"** means they should come to a complete halt.

3. Allow participants to practice following the **"Go"** and **"Stop"** instructions for a few minutes. Encourage them to be attentive and responsive to the cues given.

4. Introduce the next level of the activity. Explain that the meaning of the words will be switched, so now **"Stop"** means participants should move around, and **"Go"** means they should come to a stop.

5. Instruct the participants to continue moving around the space while following the new rules. Observe their reactions and provide feedback on their ability to adapt to the changed instructions.

6. Introduce an additional instruction: **"Clap."** and **"Jump."** Explain that when you say **"Clap,"** participants should clap their hands once. Participants should jump on the spot when the trainer gives instructions to Jump. Reinforce that **"Stop"** and **"Go"** instructions should still be followed as per the previous round.

7. Allow participants to practice following the instructions to **"Go,"** **"Stop,"** **"Jump,"** and **"Clap"** for a few minutes. Encourage them to maintain focus and flexibility in responding to the cues.

8. Finally, explain that the instructions will be switched once again. Now, **"Jump"** means participants should clap their hands once, and **"Clap"** means they should jump in place.

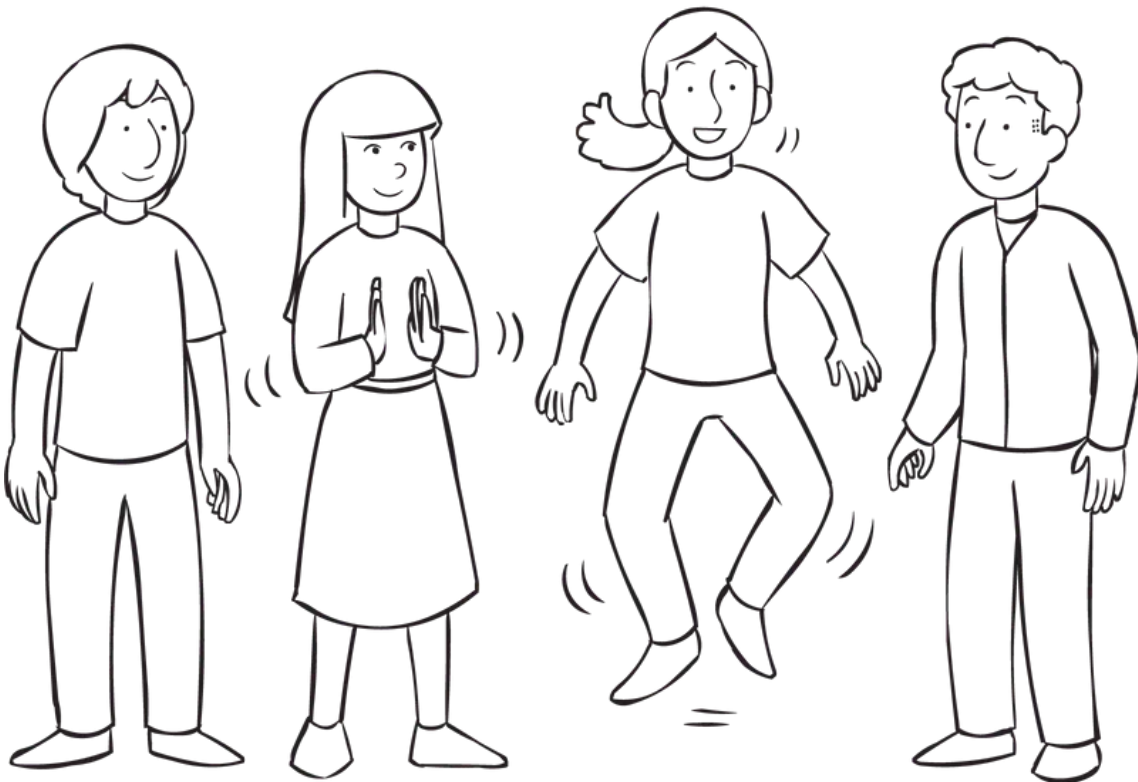
9. Instruct the participants to continue moving around, following the new instructions of "**Jump**" and "**Clap.**" Remind them to still respond to the "**Stop**" and "**Go**" instructions as they did in the previous rounds.

10. Observe the participants engagement and adaptability as they navigate the changing instructions. Encourage them to embrace the challenge and find enjoyment in the activity.

11. Conclude the activity by facilitating a group discussion about the experience.

Ask participants to share their thoughts, challenges, and observations. Highlight the importance of adaptability in this activity, as well as the fact that it is tough to change our thinking, and that needs practicing, just like switching from a Fixed mindset to a Growth mindset.

Ask participants if they see any other connection between this activity and Growth Mindset topic. Then proceed with theoretical part of this Unit and try to keep the connection between the topic and the activity participants juts experienced.



Note: Ensure the safety of the participants and the space during the activity. Encourage respectful and considerate movement to avoid collisions or accidents.

3. Theoretical background (30min)

The learning outcome of the following theoretical part is:

Learner will understand the difference between a fixed and a growth mindset
Learner will be able to distinguish the abilities, traits, and skills associated with fixed and growth mindsets

Instructions given to learners during the theoretical step:

The trainer presents the theory about the Growth Mindset. Trainer can present this topic using discussions amongst learners, creating PPT presentation, using Flipcharts or any other creative way they feel comfortable with.

The theory: As trainers, it is important to understand the concept of the growth mindset and its implications for personal development. Please make research on this topic.

Here is the summary in a nutshell:

The growth mindset, introduced by psychologist Carol Dweck, emphasizes that intelligence and abilities are not fixed traits but can be developed through effort and practice. It encourages individuals to embrace challenges, persists despite setbacks, seek feedback, and view failures as learning opportunities.

Research has shown that praising efforts in children and fostering a growth mindset leads to positive outcomes in various areas, such as education, business, and relationships. However, it's important to note that the success of a growth mindset intervention may vary depending on the individual and the type of intervention used.

The science behind the growth mindset is rooted in neuroplasticity, which highlights the brain's ability to adapt and change through learning and experience. Shifting from a fixed to a growth mindset can enhance motivation, self-efficacy, and performance. People with a growth mindset are more likely to take on challenging tasks, invest more effort, and demonstrate resilience in the face of failure.

Module 1 GRIT and Growth Mindset : Units Guide

To develop a growth mindset, it is crucial to focus on the learning process rather than solely on the outcome. This involves embracing challenges, practicing self-compassion, and reframing mistakes as opportunities for growth. Regular practice, breaking down tasks into smaller goals, and maintaining a positive attitude are key aspects of cultivating a growth mindset. Seeking mentors, collaborating with others, and embracing feedback also contribute to personal development and a growth-oriented mindset.

It's important to celebrate small successes along the journey and remain motivated and resilient. Developing a growth mindset requires ongoing effort and self-reflection to identify areas for improvement and recognize strengths. In conclusion, by embracing the growth mindset principles, individuals can unlock their potential for growth and personal development. Remember to focus on the process, maintain a positive attitude, seek feedback, collaborate with others, and celebrate progress.

Tips for theoretical step:

- Trainer can present the theory any way, he feels comfortable with. He can use presentation, flipcharts, creative activity, just a lecture, use additional videos or any other way, that is best for the groups.
- More resources that can help:
- [9 Fixed Mindset vs Growth Mindset Examples to Change Your Beliefs \(developgoodhabits.com\)](#)
- [Carol Dweck: The power of believing that you can improve | TED Talk](#)
- [The Power of belief -- mindset and success | Eduardo Briceno | TEDxManhattanBeach - YouTube](#)
- [The Fixed, Growth and Benefit Mindset - YouTube](#)

4. Activities (2 h)

The learning outcome of these:

- Learners will understand the difference between a fixed and a growth mindset
- Learners will gain techniques to understand their mindset
- Learners will explore practices that support the growth mindset development

Tips for the activities step-by-step:

- Before activities, the trainer can give an explanation on why to practice Growth Mindset and How it differs from Fixed Mindset: We've all heard about the power of a growth mindset, and some of us may believe that we already possess it. However, it's essential to understand what it truly means to transition from a fixed mindset to one that embraces growth. Extensive research has been conducted on the benefits of a growth mindset, providing compelling evidence.

As Carol Dweck (2017) eloquently states, "The way you perceive yourself can profoundly impact your life." This implies that every individual has the potential to create significant changes.

In this Unit, we delve deeper into the topic, examining the underlying research and outlining the necessary steps for cultivating a growth mindset. By exploring the supporting evidence, we aim to enhance your understanding of how adopting a growth mindset can positively impact various aspects of your life.

- The trainer introduces all activities separately, and they can choose the sequence of the activities as well as if all listed activities are needed for their group

Instructions given to learners during the activities step:

Exercise #1: Embrace A Growth Mindset (30 min).

Instructions for the trainer:

1. After presenting the concept of a fixed mindset and growth mindset to the participants, explaining that a growth mindset allows individuals to effectively manage challenges and actively seek opportunities for learning and development.
2. Provide examples of fixed Mindset thinking and corresponding growth mindset thinking, as outlined in the provided examples.

Examples:

Fixed Mindset: "I'm not good at public speaking."

Growth Mindset: "I'm not good at public speaking yet, but I can practice and improve."

Fixed Mindset: "I can't do this task; it's too hard."

Growth Mindset: "This task is challenging, but I'll break it down into manageable parts and work on it step-by-step."

Fixed Mindset: "I don't have the skills to do this."

Growth Mindset: "I don't have the skills yet, but I can learn them with practice."

Part 1:

1. Encourage participants to reflect on the examples and develop their own examples of fixed Mindset thinking.
2. Ask volunteers to give you examples of Fixed Mindsets (beliefs), then with a whole group, think of ways to switch them to Growth mindset thinking.

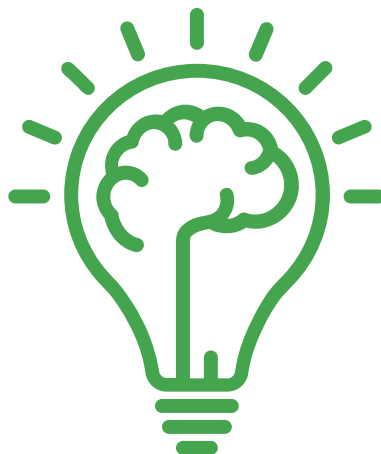
Part 2:

1. Instruct participants to write down their own fixed beliefs on the piece of paper anonymously. Give participants time to think about it in silence.

2. Collect these examples in a bowl/har/jar/etc.
3. Pick one piece of paper from the jar and read it out loud to the group.
4. Ask the group to change this Fixed mindset belief into a Growth Mindset belief.
5. Continue this process until time allows or until you are out of Fixed beliefs.

Note: Allocate sufficient time for participants to complete the exercise by replacing fixed mindset thoughts with growth mindset thoughts.

1. After finishing the task, facilitate a group discussion about the experience.
2. Emphasize the importance of recognizing and challenging fixed Mindset thinking to cultivate a growth mindset.
3. Conclude the activity by encouraging participants to continue practicing and applying a growth mindset to various aspects of their lives.



Exercise #2 Mindset Assessment (30 min)

1. Explain to the participants that the Mindset Assessment is designed to identify areas of a fixed mindset and provide personalized feedback to help develop a growth mindset.
2. Inform them that the assessment will take less than 10 minutes and has been used in various studies to demonstrate the potential for mindset change.
3. Provide the participants with the link to the Mindset Assessment: [What's My Mindset? \(mindsetworks.com\)](https://www.mindsetworks.com).
4. Instruct them to click the link and complete the assessment to determine their current mindset type.
5. After finishing the assessment give participants time to discuss the results in small groups.

After activity it is important to let learners know that: The Growth Mindset Quiz is a valuable tool for self-reflection and gaining insight into our mindset tendencies.

However, it is important to recognize that the quiz results can be influenced by subjective answers and personal biases. Therefore, it is crucial to interpret the results with caution and view them as a starting point for self-awareness rather than an absolute measure of one's mindset.

Each individual's mindset is complex and can vary across different situations and contexts. It is essential to consider the quiz results as a prompt for further exploration and self-reflection, rather than relying solely on them as an accurate representation of one's growth mindset.

Engaging in open dialogue, seeking feedback from others, and reflecting on personal experiences are additional ways to deepen our understanding of our mindset and foster personal growth.

Exercise #3 Reflection (30 min)

1. Ask the participants to grab a pen and notebook and find a comfortable space.

2. Guide them to reflect on the following questions:

- *When have they displayed a fixed mindset in the last seven days?*
- *When have they displayed a growth mindset?*
- *Reflect on what worked out better and why.*
- *When would they like to adopt a growth mindset more often?*

3. Then divide participants into groups of 3-4 participants. Encourage them to think of someone they all know, like a Hollywood star, politician, famous writer, musician, etc., or any other famous person who tends to have a fixed mindset. Then answer these questions:

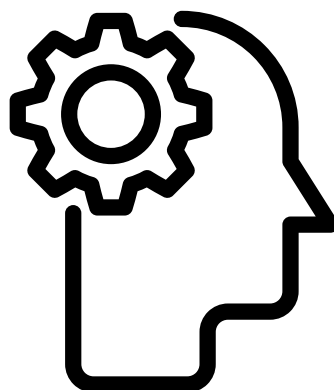
- *How does that person act and talk?*
- *Ask if they find any similarities in their own mindset.*

4. Next, instruct them to think of someone with a growth mindset. And Answer these questions:

- *How does that person view and approach obstacles?*
- *How do they stretch themselves?*

After this, ask participants to present their "personas" and describe them based on their answers.

Trainers can also make a group discussion if it feels like it is necessary.



Exercise #4 Thought Diary Worksheet (20min)

1. Inform the participants that a thought diary worksheet has been prepared for them, which they can use, or they can use a blank piece of paper.

2. Provide the participants with the thought diary worksheet:

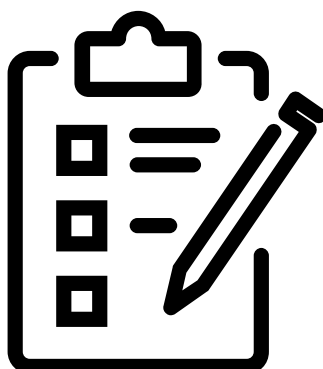
[M1U2_Thought Diary.pdf - Google disks](#)

3. Explain the process of completing a thought diary using the following steps:

- Consider a recent disturbing occasion and answer the questions provided in the thought diary worksheet.
- Describe the date, time, situation, emotion, thoughts, and reactions during that occasion.
- Rate the intensity of the emotion and the level of belief in the thoughts.
- Finally, encourage them to identify actions they can take for that situation.

4. Highlight that completing a thought diary can be challenging, but it can help challenge and eventually change negative thought patterns. Encourage participants to record their thoughts as soon as they arise, if possible, and try the exercise over a week to observe its impact.

Participants can fill in the thought diary individually and if the training takes space for more than one day, trainer can come back to it after couple of days, to discuss the experience and benefits of this diary.



5. Check the understanding of unit (30 min)

Trainer can facilitate the conversation by summarizing key points, connecting ideas, and asking follow-up questions to deepen the discussion.

Examples of the questions:

- *How would you define a growth mindset based on what you've learned?*
- *Can you imagine any personal experiences where a growth mindset has helped you overcome challenges or succeed?*
- *What common fixed mindset beliefs have you encountered in yourself or others?*
- *How can a growth mindset positively impact personal and professional development?*
- *What strategies have you learned in this unit to cultivate a growth mindset?*
- *How do you plan to apply the growth mindset concepts in your own life?*

5. Conclusion of the unit (5 min)

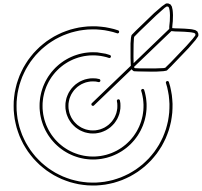
Trainer should thank the participants for their active participation and willingness to explore the topic of mindset.

Trainer can also remind participants to take some time to reflect on their own fixed and growth mindset tendencies and consider how they can embrace a growth mindset. Remind participants to focus on the process of learning and growth, celebrate small successes, and stay motivated and resilient.



Unit 3: Mindfulness

OBJECTIVES:



Learners will:

- understand the basic concept of mindfulness and review the seven attitudinal foundations of mindfulness
- learn about the importance and benefits of integration of mindful practices in everyday life
- get familiar with using a range of mindfulness techniques
- Improve emotional regulation, cognitive skills, memory as well as reduced anxiety and stress

DURATION of Unit 3:



3 hours (depending on the number of participants)

PLAN, LEARNING OUTCOMES AND INSTRUCTIONS FOR LEARNERS

1. Unit Introduction: explain the title of this unit and the aim, inspire people to get involved in this new unit:

This unit is all about introducing you to the basics of Mindfulness and showing you how to put easy strategies into practice that can really help you out in your daily life.

It's important to remember that Mindfulness can be practiced in various ways. From simple activities like eating mindfully to more complex practices with additional steps, everyone has options. Each person has the opportunity to find what works best for them. However, to discover what suits them, participants need to be open to experiencing different variations of Mindfulness.

Let participants know that - throughout this Unit, they will explore various ways to cultivate Mindfulness. Encourage all participants to participate and approach these activities with an open mind actively.

Doing so will allow them to try them out firsthand and see what resonates with them personally.

2. Activity-1 to introduce the unit 1 (20-30 min): Understand yourself

Learning outcome of this activity:

To ease learners into the topic of the Unit and reflect on their previous experience with the topic of mindfulness.

Additionally, Learners will develop self-awareness by reflecting on their life experiences and identifying the factors contributing to their sense of self.

And, by sharing their rivers with others in pairs or groups, students will learn to identify similarities and differences in their experiences, which will help them develop empathy, a sense of belonging, and support for one another.

Instructions given to learners to run the activity:

Excercise #1 River Of life

Part 1:

Activity Introduction: Reflection is a powerful tool for self-discovery and personal growth. It allows individuals to gain insights into their experiences, strengths, and areas for improvement. Through reflection, we can develop self-awareness, enhance problem-solving skills, and foster resilience.

In this activity, we will engage in a reflective exercise called "The River of Yourself."

We will start by drawing our life experiences as a river and identifying key moments and factors shaping our journey.

Activity Instructions:

1. Individual Work:

- Take a blank piece of paper and colored pencils.
- Visualize your life as a river, considering its origin and the environment you come from.
- Reflect on significant moments when you felt most like yourself, mindful and in the present at the moment.
- Draw symbols or icons along your river to represent these moments.
- Identify external and internal factors that contributed to these experiences and represent them using symbols or icons.

2. Work in Pairs/Groups:

- Find a person that you feel comfortable with sharing your river of life.
- Share your river and its stories with a partner.
- Discuss any similarities or common factors you have identified in your journeys.
- Explore how you can support and encourage each other based on these shared experiences.

Note: The next two parts of this activity will be completed at the end of this unit. They involve reflecting on the factors influencing your journey and setting intentions for future growth. Keep your river drawing safe for future reference.

Remind participants that this activity is an opportunity for self-reflection and sharing with others. Embrace the insights gained from this exercise as you continue your personal and professional development journey.

It is very important before this activity to create safe environment and make sure participants are ready to share their river of life with others. If that is not the case, trainer can alternate the activity and make it just as individual work.

3. Theoretical background about mindfulness (30min)

The learning *outcome* of the following theoretical part is:

- to understand the basic concept of mindfulness and review the seven attitudinal foundations of mindfulness
- learn about the importance and benefits of integration of mindful practices in everyday life

Instructions given to learners during the theoretical step. The trainer presents the theory about mindfulness. Trainers can present this topic using discussions amongst learners, creating PPT presentations, using Flipcharts, or any other creative way they feel comfortable with.

Here is the summary in a nutshell:

Mindfulness, a practice that has existed for centuries, originated in Buddhist traditions as a means to attain enlightenment and inner tranquility. Today, it has gained popularity in the Western world as an effective approach to reducing stress, anxiety, and depression.

Mindfulness involves engaging in meditation and directing one's focus to the present moment, while being aware of thoughts, emotions, and physical sensations without judgment. It can be incorporated into various activities, including yoga, breathing exercises, and even everyday tasks such as eating and walking.

The significance of mindfulness lies in its ability to heighten our awareness of the present moment, our thoughts, feelings, and actions. This awareness enables us to diminish stress, enhance mental well-being, and cultivate self-awareness.

Moreover, mindfulness allows us to become more conscious of how our thoughts, emotions, and behaviors impact ourselves and others, empowering us to make deliberate choices and live authentically. The benefits of mindfulness are extensive and contribute to a greater sense of presence and fulfillment in our lives.

By engaging in regular mindfulness practice, we can become more attuned to ourselves, effectively manage stress levels, improve our mental and physical health, and enhance overall well-being.

The best part is that anyone can start small, incorporating simple and effortless practices into their daily routines to reap the rewards.

Although mindfulness has been practiced for centuries in various spiritual traditions, it has gained wider recognition in the West in recent decades. One prominent figure in popularizing mindfulness is Mr. Jon Kabat-Zinn, an American professor emeritus of medicine at the University of Massachusetts Medical School.

Kabat-Zinn is renowned for his work in stress reduction, founding the Mindfulness-Based Stress Reduction (MBSR) program in 1979. This program combines mindfulness meditation with traditional psychotherapy techniques and aims to help individuals reduce stress, manage chronic pain, and improve overall health.

Kabat-Zinn's teachings emphasize that mindfulness is not a means of escapism but rather a way to fully engage with the present moment while accepting whatever arises. Through his work, he has significantly contributed to the mainstream awareness of the power of mindfulness.

Kabat-Zinn has authored several best-selling books on the subject, and his teachings have been featured in various media outlets. His efforts have made mindfulness more accessible to people of all backgrounds and ages, and today it is utilized to assist individuals in stress management, improving their mental and physical health, and finding greater fulfillment in life.

Mr. Jon Kabat-Zinn has outlined seven attitudinal foundations of mindfulness that serve as the basis for all mindfulness practice:

- **Non-judging:** Letting go of the inclination to judge oneself and others, observing without labeling or categorizing, fostering self-compassion and acceptance, and reducing stress and judgmental thoughts.
- **Acceptance:** Learning to accept the present moment as it is, observing thoughts and feelings without attempting to change them, reducing stress, and fostering self-compassion.
- **Patience:** Cultivating a willingness to wait and allowing things to unfold naturally, being kind to oneself, and developing increased self-awareness. **Trust:** Having faith in the larger process, trusting oneself, reducing stress, and cultivating increased self-confidence.
- **Non-striving:** Releasing the need for constant striving and control, being present in the moment, reducing stress, and fostering contentment.

- **Letting go:** Releasing attachment to outcomes and expectations, embracing uncertainty, reducing stress, and developing increased resilience.
- **Beginner's mind:** Approaching each moment with a fresh perspective and an open heart, being open to learning and new experiences, reducing stress, and fostering creativity.

These attitudes form the foundation for developing mindfulness and cultivating a present-centered awareness. They enable us to stay open to learning, respond to life with kindness and compassion, and be fully present in each moment.

There are numerous mindfulness practices and techniques available to cultivate a greater sense of presence, awareness, and inner peace.

Some of these practices include:

- **Sitting meditation:** Focusing on the breath or a mantra while sitting still and observing thoughts without judgment or attachment.
- **Mindful walking:** Walking slowly and attentively, being mindful of the body's sensations and the environment.
- **Mindful eating:** Slowing down and savoring the taste and textures of food, bringing awareness to the entire experience of eating.
- **Yoga:** Combining physical postures with breath awareness and meditation to cultivate presence and inner peace.
- **Body scan meditation:** Systematically scanning the body, noticing any sensations or tension, and releasing them.
- **Loving-kindness meditation:** Cultivating a sense of compassion and kindness towards oneself and others through the repetition of phrases.
- **Visualization:** Using the imagination to create images of desired outcomes or states of mind, such as peace and relaxation.
- **Movement meditation:** Engaging in slow and mindful movement, paying attention to bodily sensations and the breath.
- **Gratitude meditation:** Reflecting on things to be grateful for and allowing a sense of appreciation to permeate the body.

These practices demonstrate the versatility of mindfulness and how it can be integrated into various aspects of life. Whether through simple activities or more complex techniques, each person can find a mindfulness practice that resonates with them. We hope this list of ideas has inspired you to embark on your mindfulness journey and discover what works best for you.

Tips for theoretical step:

- Trainer can present the theory any way, he feels comfortable with. He can use presentation, flipcharts, creative activity, just a lecture, use additional videos or any other way, that is best for the groups.
- Additional information on the topic can be found here:

- [The Top 10 Mindfulness and Meditation Podcasts of 2022 - Mindful](#)

- [How to Meditate - Mindful](#)

- [5 Meditation Techniques to Get You Started \(verywellmind.com\)](#)

- [The Scientific Power of Meditation - Bing video](#)

4. Activities (1,5 - 2 h)

The learning outcome of these 4 mindfulness exercises are:

- Get familiar with using a range of mindfulness techniques
- Improve emotional regulation, cognitive skills, and memory as well as reduced anxiety and stress

Tips for the activities step:

- These exercises are meant to be adaptable and can be adjusted based on your preferences and available time. Feel free to modify them to fit your needs and comfort level.

- When leading mindfulness activities as a trainer, several important factors must be considered to create a safe and effective environment for participants. Here are some key points to keep in mind:

1. Participant Needs and Readiness: Recognize that participants may have varying experience levels and readiness for mindfulness practices. Tailor your instructions and activities to accommodate different skill levels, ensuring they are accessible and suitable for everyone in the group.

2. Clear Instructions: Provide clear and concise instructions for each mindfulness activity, guiding participants through the process step-by-step. Use simple and accessible language, avoiding jargon or complex terminology that may confuse or intimidate participants.

3. Creating a Safe Space: Establish a safe and non-judgmental space where participants feel comfortable and supported. Encourage an atmosphere of trust, confidentiality, and respect, allowing individuals to explore their experiences without fear of criticism or judgment.

4. Mindful Language and Tone: Use a calm and soothing tone of voice while leading mindfulness activities. Speak slowly and clearly, allowing participants to absorb your instructions and guidance fully. Use language that is inclusive, supportive, and free from judgment or expectation.

5. Flexibility and Adaptability: Be flexible and adaptable in your approach, recognizing that different participants may respond differently to various techniques. Be prepared to modify activities or provide alternative options to accommodate individual needs or preferences.

6. Mindful Observance: Observe and monitor participants' reactions and experiences during the activities. Be attentive to signs of discomfort, emotional distress, or other challenging reactions. Encourage participants to listen to their own bodies and minds, emphasizing self-care and self-regulation throughout the session.

7. Reflection and Integration: Provide opportunities for participants to reflect on their experiences after each activity. Encourage open sharing and discussion, allowing individuals to process their thoughts, feelings, and insights—guide participants in exploring ways to integrate Mindfulness into their daily lives beyond the training session.



Instructions given to learners during the activities step:

Exercise #2: 3-Step Mindfulness (30 minutes)

A trainer can lead a short Meditation session if he feels comfortable. If not, explain the concept of 3 steps of Mindfulness and ask participants to do it on their own.

Before starting, the trainer asks participants to find a comfortable space in the room.

The trainer gives these instructions:

Step 1: Step Out of Autopilot

1. Pause and take a deep breath, becoming aware of how your body feels.

2. Notice the sensations and emotions within you, acknowledging any thoughts that arise and then letting them go.

3. Focus on being present and attuned to yourself and your current state. Observe what arises without judgment or attachment.

Step 2: Become Aware of Your Breath

1. Shift your attention to your breath.
2. Notice how your body moves with each breath in and out, observing the rise and fall of your chest and the movement of your belly.
3. Observe the pattern of your breath and anchor yourself to the present moment. Stay focused on your breath for the next 6 breaths or up to a minute.

Step 3: Expand Your Awareness Outward

1. Broaden your awareness to include your body and physical sensations. Notice any tightness, discomfort, or ease, and then release those sensations.
2. Shift your attention outward to your environment. Pay attention to the details of what is around you—the colors, shapes, and textures.
3. Cultivate Mindfulness at this moment and allow your awareness of your surroundings to grow.

Exercise #3: Journaling (20 minutes)

1. Trainer explains to participants the concept of Journaling and asks them to choose a journaling technique that suits their needs, such as free-flow writing, prompt writing, or gratitude journaling. As inspiration, participants can use the template created
2. Ask participants to find a quiet, comfortable space to focus on their journaling practice.
3. Remind participants that if a particular technique doesn't resonate with you, try a different one—don't give up on journaling altogether.

4. After 20 minutes, ask participants to come back and reflect on the process in the group: *Was it easy/hard? What benefits do they see? How this activity made them feel?*

5. Ask participants to plan when they could do the Journaling daily - mornings before work, during the lunch break, before going to bed, etc. **Note:** If the training is multiple days, we suggest to have journaling as part of the training every day.



Exercise #4: The Body Scan (30 minutes)

For this exercise trainer can choose to lead the guided body scan or use a prerecorded body scan by [Jon Kabat-Zinn- Body Scan Exercise, Jon Kabat-Zinn - YouTube](#).

If trainer feels comfortable, they should follow this structure of instructions:

1. Get into a comfortable position, either by lying down on your back with your palms facing up or by sitting in a chair with your feet firmly on the ground.
2. Begin by directing your attention to your breath. Notice the natural rhythm of your breath and the sensations as you breathe in and out. Just observe your breath without trying to change it in any way.
3. Now, shift your focus to your body. Take a moment to observe the texture of your clothing against your skin, the sensation of the surface beneath you, and the temperature of your body and the environment around you.

4. It's time to start the Body Scan. Begin with your toes and gradually work your way upward through your body. Pay close attention to each area as you move along. Notice any sensations such as tingling, soreness, heaviness, lightness, or even areas where you may not feel any sensation at all.

5. As you scan each part of your body, maintain a gentle awareness of how it feels. If you encounter any tension or discomfort, allow yourself to release it. Let go of any physical or mental tension that you may be holding onto.

6. Once you have completed the Body Scan, slowly open your eyes if they were closed. Take a moment to transition back to a comfortable sitting position, feeling refreshed and ready to continue with the rest of your day.

7. Remember, the Body Scan is a practice of gentle observation and self-care. Tune into your body's sensations and be present in the experience without judgment.

After the body scan activity, the trainer can ask participants to divide themselves into small groups and discuss this experience. Here are some debriefing questions that you can use after a Body Scan activity:

1. How did you find the experience of doing the Body Scan? What thoughts or feelings arose during the practice?

2. Did you notice any areas of tension or discomfort in your body? How did it feel to release and let go of that tension?

3. Were there any particular body sensations that stood out to you during the Body Scan? How would you describe those sensations?

4. Did you encounter any challenges or distractions while doing the Body Scan? How did you handle them, and did they affect your overall experience?

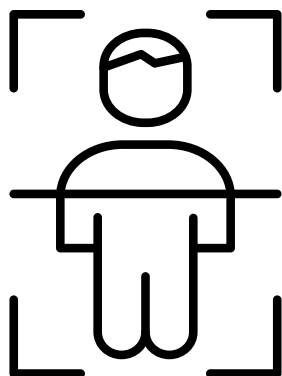
5. *Did you notice any changes in your level of relaxation or calmness as you progressed through the Body Scan? How do you feel now compared to before the practice?*

6. *How does the experience of being more aware of your body's sensations and the present moment impact your overall mindfulness practice?*

7. *Can you identify any insights or new understandings that arose during the Body Scan? Did it bring any clarity or awareness to your physical or emotional well-being?*

It is also suggested to have a closing discussion in the whole group where participants answer - *How do they plan to incorporate the Body Scan or similar practices into their daily life? How might it benefit them in managing stress or increasing self-awareness?*

Remember, these questions are meant to encourage reflection and discussion about the experience. Allow participants to share their thoughts openly and create a non-judgmental space for exploration and understanding.



Exercise #5: Five Senses Exercise (20 minutes)

This Five Senses Exercise is a valuable tool to cultivate mindfulness and enhance awareness of the present moment. It can be practiced anytime and anywhere, allowing you to connect with your surroundings through your senses. Here's how you can guide others through this exercise:

Introduction: Explain to the participants that this exercise aims to bring their attention to the present moment by engaging their five senses.

1. **Seeing:** Encourage participants to shift their focus and observe five things they can see in their immediate environment. Encourage them to notice details they typically overlook, such as patterns, colors, or small objects. Emphasize the importance of being fully present and curious about their visual surroundings.

2. **Feeling:** Invite participants to take a moment to notice and name four things they can feel. Encourage them to explore different sensations, such as textures, temperatures, or the pressure of objects against their skin. Encourage them to pay attention to the subtleties and richness of their physical experiences.

3. **Hearing:** Guide participants to spend a few minutes listening carefully to their environment. Encourage them to identify three distinct sounds they can hear, whether it's natural sounds, ambient noises, or even their own breath. Encourage them to embrace the experience of active listening and notice any shifts in their awareness.

4. **Smelling:** Direct participants' attention to their sense of smell. Ask them to identify two different smells in their surroundings. Encourage them to take a moment to engage with each scent fully and reflect on the memories or sensations it evokes. Encourage them to appreciate the intricacies of the scents present in their environment.

5. **Tasting:** Focus participants' attention on their sense of taste. Encourage them to notice and name one thing they can taste. It could be a sip of a drink, a bite of food, or even the lingering taste in their mouth. Alternatively, encourage them to explore the air for any subtle flavors they might perceive.

Reflection:

1. Invite participants to reflect on their experience after completing the exercise.
2. Allow them to share their observations and insights if they feel comfortable doing so.
3. Discuss the impact of engaging their senses on their level of presence and mindfulness.

After this activity:

1. Encourage participants to integrate this Five Senses Exercise into their daily lives.
2. Remind them that they can practice it anytime they want to ground themselves in the present moment and cultivate mindfulness.
3. Encourage them to explore new sensations and discover the beauty and richness in the world around them.
4. Explain to participants that this is one of the most effective stress management tools, and it helps the mind to focus and get back to the sensations of the body while calming down the nervous system.

5. Check the understanding of unit (1: 30 min)

Excercise #6 River Of life

Part 2:

Note: Adapt the instructions and time allocation based on the specific context and needs of the participants. Encourage creativity and flexibility in their drawings and discussions, fostering an inclusive and supportive environment for sharing.

1. Introduction: Start by gathering the participants' attention and enthusiasm. Say something like, "Alright, everyone! It's time to continue our mindful exploration. Take the unique River you drew earlier, turn the page around, and grab some colorful pencils. Let's dive into the next part of our journey!"

2. Individual Work 2: Explain the task to the participants. Say, "In this next phase, you will draw another river, but this time, envision your future. Imagine where your River is heading and consider how you can plan a mindful and meaningful life. Think about what will help you feel more like yourself, what actions you can take to be more present, and what practices you can introduce into your life. Use symbols or icons to represent these factors."

Give them some time to work on their drawings. Play soft background music or provide a calm ambiance to create a conducive atmosphere for reflection and creativity.

3. Work in Pairs/Groups: Once the individual work is complete, encourage participants to pair up or form small groups. Instruct them to share their rivers and the story behind them with their partners. Ask them to explore any similarities they notice between their rivers and the factors they have identified.

Facilitate the discussion by posing questions such as: "Did you find any common factors or themes in your rivers? How can you support each other in working towards these goals? Are there any additional insights or ideas from sharing your rivers?"

Allow sufficient time for meaningful conversations and exchange of ideas.

4. Wrap up the activity by highlighting the importance of connection and support. Emphasize the power of sharing our visions and experiences and how they can inspire and motivate us on our mindful journey. Encourage participants to continue supporting each other beyond the session.

6. Conclusion of the unit (5 min)

1. **Express gratitude to the participants** for their openness and engagement in the activities.

2. **Set the Context:** Begin by emphasizing the individuality of mindfulness practice. Say, "Remember, mindfulness is not a one-size-fits-all practice. Each person can discover what works best for them. It's important to keep exploring and trying different techniques until you find what resonates with you."

3. **Encourage Experimentation:** Highlight the value of ongoing exploration. Say, "As you continue your mindfulness journey, be open to trying different techniques and approaches. Experimentation will help you find the practices that align with your preferences and needs."

4. **Stress the Importance of Regular Practice:** Explain the benefits of consistent mindfulness practice. Say, "By incorporating mindfulness into your routine regularly, you can cultivate more mindful moments. Consistency allows you to understand mindfulness and its effects better."

5. **Highlight Stress Reduction and Present Moment Awareness:** Discuss the specific advantages of mindfulness. Say, "Regular mindfulness practice can be instrumental in reducing stress and promoting overall well-being. It helps to bring awareness to the present moment, allowing you to engage with your experiences fully."

6. **Encourage Self-Discovery:** Empower participants to embrace their unique mindfulness journey. Say, "Remember that mindfulness is a personal exploration. Discovering what works best for you may require patience and curiosity. Embrace the process of self-discovery and trust your own experiences."

7. **Summarize and Conclude:** Wrap up the instructions with a positive note. Say, "In conclusion, keep an open mind, explore different techniques, and find what resonates with you. Regular mindfulness practice will enhance your ability to reduce stress, cultivate mindfulness in daily life, and bring a greater sense of presence to each moment."

8. **Emphasize** the ongoing nature of mindfulness practice and **encourage** participants to maintain a sense of curiosity and adaptability as they explore their unique path.



Course evaluation and conclusion



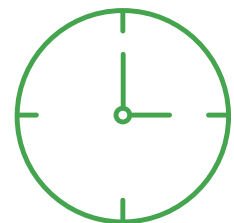
Participants look back at the ground that has been covered during the course and prepare how they will apply what they have learned. Participants give feedback about the course and make recommendations for ways of improving it.

OBJECTIVES :

By the end of module 1, the trainers will remind the trainees the module objectives and check their achievement for everyone.

DURATION :

9 hours (depending on the number of participants)



STEP BY STEP:

It is important for the trainers to know the opinion and level of satisfaction of the participants in order to help improve the course for participants in the future.

1. (15 min) - Written course evaluation

Hand out the course evaluation forms:

- **Activity post-assessment (skills) for learners**
- **satisfaction**

Ask participants to fill in their forms. Ask them to give full answers as much as possible and to write clearly in the language chosen for the training. Point out that the continual improvement of quality applies to training

2. (30-60 min) - Oral feedback about the course

For example: Ask each participant, one by one, to go and get the Post-its they stuck on the wall on the first day of the course, with their expectations written on them.

They should then stick their Post-its on one of the three paper boards you have previously prepared (Expectations fully met, expectations partially met, expectations not met) and comment on these expectations, saying why they have been satisfied, partially satisfied or have not been satisfied.

Course evaluation and conclusion



Do not hesitate to reply to any comments that you feel it is important to respond to. It is important not to leave any expectations unaccounted for.

Hopefully you will have anticipated this exercise by attempting to respond to each relevant expectation during the course and by establishing which objectives were not relevant during the introduction when you presented the course objectives and limits!

If, however, there remain expectations that have not been met, try to recommend other resources or training courses that could be helpful.

3. (15-30min) follow up and closure:

- **Exit Tickets:** Ask participants to submit short written responses or answer a few questions at the end of each session or module. These quick feedback activities provide immediate insights into participants' understanding, satisfaction, and areas for improvement.
- **Anonymous Feedback Box:** Set up a physical or virtual suggestion box where participants can submit anonymous feedback throughout the course. This provides a confidential space for participants to express their thoughts, concerns, and suggestions without fear of judgment.
- **Blob Tree:** [Module 1 – Google disks.](#): The Blob Tree is a visual representation of emotions and relationships created by Pip Wilson. It uses simple, abstract figures called "blobs" to depict different emotional states and individual interactions. It is used as a tool for self-expression, communication, and exploration of emotions in therapeutic and educational settings. Participants can identify with the blobs to express their feelings and experiences, fostering empathy, understanding, and communication within a group.
- **One Word:** In this debriefing activity, participants choose one word or phrase to describe how they feel. They share their chosen word or phrase with the group, fostering personal awareness and open sharing. But they do not have to explain the word, so they still can feel safe. It provides an opportunity to reflect on individual emotional responses in a supportive environment.

GENERAL INFORMATION

This Trainer's Handbook includes all the information and documents that you will need to run the course : "GRIT and Growth mindset"

The handbook consists of 6 modules :

Module 1 : GRIT and Growth mindset

Module 2 : How to boost employability with soft skills

Module 3 : Basics of positive psychology and emotional intelligence

Module 4 : Self awareness and the different facets of self concept

Module 5 : Resilience and persistence

Module 6 : Active Citizenship and European values

These modules can be delivered in full or in part to a group of trainees. Each module covers several soft skills and you can choose the module according to the real needs of your trainees.

Module	Soft skills
Module 1 : GRIT and Growth mindset	Self capacity building - Self discipline skills - Stress management - Self confidence - Self motivation resilience
Module 2 : How to boost employability with soft skills	Creativity - Critical thinking - Innovating thinking
Module 3 : Basics of positive psychology and emotional intelligence	Positive psychology - Emotional intelligence - Socialisation skills - Team work
Module 4 : Self awareness and the different facets of self concept	Self concept - Social comparison - Self motivation - Introspection concept
Module 5 : Resilience and persistence	Prioritising work/life balance - Goal setting - Decision making - Stress management
Module 6 : Active Citizenship and European values	Active citizenship & European values - Assertiveness - Cross-cultural communication

Module 2 How to Boost Employability with Soft Skills : Presentation

This GUIDE content, for one module

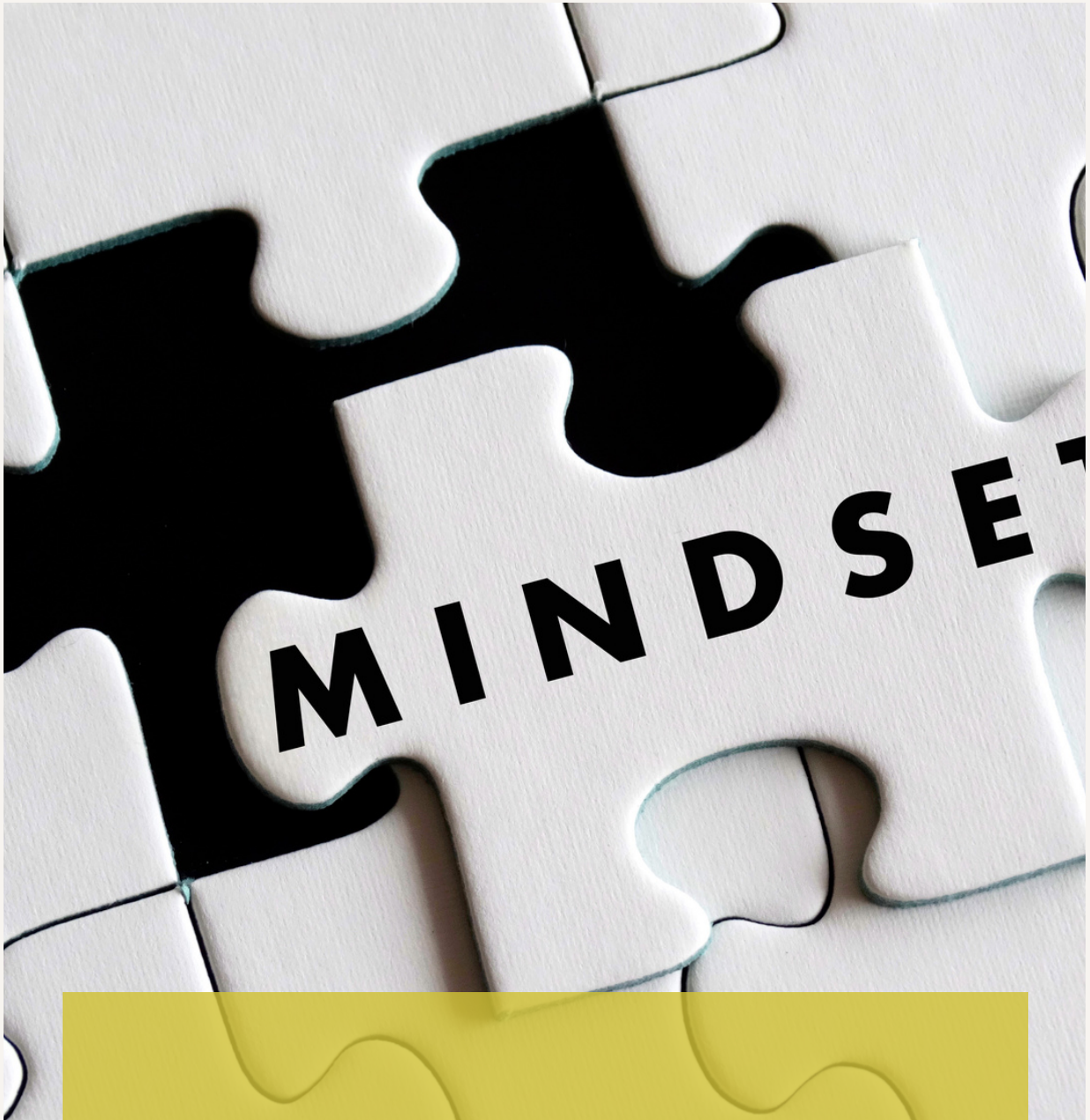
- Presentation, preparation, material
- The teaching scenario or summary sequence
- Step-by-step description of each part of the module
 - Welcome and start-up
 - Unit 1, 2, 3 ...
 - Conclusion and evaluation

What information is provided in this guide?

- The objectives of the module as a whole
- The pre-requisites
- The objectives of each unit
- The planned duration of each unit
- The key messages
- The instructions you will give your trainees for carrying out the activities
- Advice on facilitation/animation in certain cases (warnings or tips)
- The content of the pre- and post-training assessments, and advice on how to use/analyse them effectively

The appendices contain :

- Image bank
- Selection of animation techniques
- Selection of icebreakers and energisers
- Checklist for trainers
- Content of surveys
- Trainee follow-up booklet



Module 2
How to Boost
Employability with
Soft Skills

Presentation of the training module 2

MODULE AIM & LEARNING OBJECTIVES

The aim of this training module is to help participants to improve their employability through the acquisition / development of key soft-skills

By the end of the module 2, participants will be able to:

- understand the importance of some key soft-skills for employability.
- improve the chances of employability of the learners
- understand why innovative thinking is important for employability and how to train it
- apply creativity and critical thinking to solve daily problems and improve their socio-economic situation

LEARNING STRATEGY

The module includes practical exercises and case studies. Each unit includes short theoretical parts and practical activities. The trainers can decide to start by the theoretical parts or by the practical activities.

We suggest that participants signed up on the website for the bite-size and to look at the videos and documents on the website (before, during, or after the course)

PRE-REQUISITES

- Participants should have a good level of spoken and written language skills used for the course

DURATION (maximum 10 hours)

- Welcome and start-up : 60 minutes
- UNIT 1 : Minimum 1h30 and Maximum 3h
- UNIT 2 : Minimum 1h30 and Maximum 3h
- UNIT 3 : Minimum 1h30 and Maximum 3h
- UNIT 4 : Minimum 1h30 and Maximum 3h
- Conclusion : 30 minutes

Trainers can adapt the duration (depending on the number of trainees, time available, the profile of target group etc.) They can choose the activities they want to do or skip the whole Unit.

Presentation of the training module 2

MATERIAL

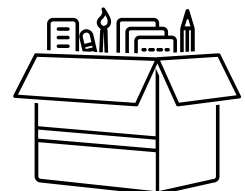
POWERPOINT

PRESENTATIONS:

- Introduction to the course
- Theoretical background

MATERIAL NEEDED

- Pens and Notebooks: For participants to make notes during the session and activities.
- Markers and Flip Chart Paper: To record group discussions, brainstorming, or to visualise ideas during the session.
- Coloured Sticky Notes: For various interactive activities and idea generation.
- A4 white paper (for activities)
- Timer or Stopwatch: To manage time during activities and breaks.



Presentation of the training module 2

PREPARATION (before the participants arrive in the room)

1. **Organise the room** (work space, feedback space). Check that the equipment is working (video projector, etc.).
2. **Review the activity:** Familiarise yourself thoroughly with the instructions and aim of the icebreaker. Ensure you understand the process and the objective, i.e., to introduce the concepts of positive psychology and emotional intelligence in a fun and interactive way.
3. **Plan the introduction:** Prepare a brief explanation about positive psychology and emotional intelligence to present before the activity begins. Highlight how these concepts emphasise recognizing and leveraging personal strengths, emotional self-awareness, and creating positive environments.
4. **Test the space:** Check the training room to ensure enough space for all participants to stand in a circle and move around. Remove any obstacles or rearrange furniture if needed.
5. **Prepare yourself:** Think about a positive characteristic or strength that you will share about yourself when you start the activity. This should be something related to emotional intelligence or personal well-being that can be an example for participants.
6. **Prepare debrief notes:** As the facilitator, you must guide the participants in a reflection discussion after the activity. Make notes on points you want to highlight, such as the diversity of strengths within the group, the significance of these strengths in enhancing emotional intelligence, and their contribution to personal well-being.
7. **Plan for contingencies:** Consider how you'll manage if there are more participants than expected or if the activity runs shorter or longer. Have a backup plan to fill in extra time or trim the activity.

Presentation of the training module 2

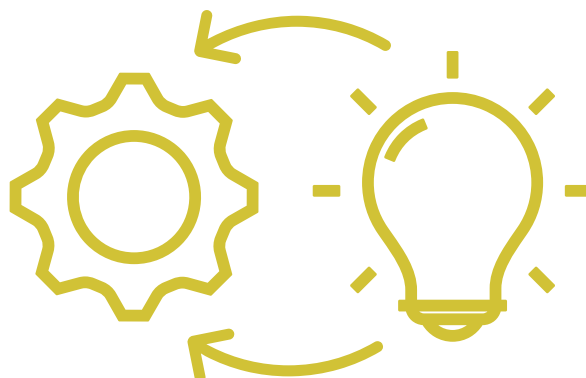
8. Remember that the documents and the slides should be completed, including the training date, training location, names of trainers, etc., before starting the training course. Don't forget to add this information to the PPT presentations too (in particular inside the mask of the PPTs). Any necessary additional information can also be included.

9. Regarding the course timetable, you can modify the time as you wish, starting or finishing earlier or later, according to your schedule.

10. Analyse the answers to the questionnaire M2 Assessment survey and take this into account when adapting your teaching

11. Analyse the answers to the questionnaire Trainees' Pre-training questionnaire and take this into account when adapting your teaching

Remember, the key is to create an environment where participants feel comfortable sharing and interacting with each other.



Course Outline / Teaching Scenario module 2

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Welcome and Start-up 45mn	Create a safe environment essential for learning Present the training module and the learning progression Agree on the rules for life within the group during the training course Show that the answers to the trainees' pre-training questionnaire have been taken into account	icebreaker activities introductory presentation discussion on group rules
Unit-1 Introduction Employability: Activity#1 Skill Swap 20mn	The learning outcome of this activity are: Get familiar with the unit To learn from each other's skills, fostering a sense of community and collaboration within a limited timeframe To develop active listening and provide a platform to showcase their expertise while gaining insights from others.	Introduction of Unit 1 PowerPoint presentation Pairs activity: Encourage participants to share their skills and learn from others in a quick and interactive manner.
Unit-1 - Theoretical background about employability 20mn	The learning outcome of the following theoretical part are: Understand the concept of employability and its relevance in the job market. Recognize the importance of soft skills in enhancing employability and standing out to employers. Appreciate the impact of developing soft skills on improving one's socio-economic situation.	Learners listen to the trainer PowerPoint presentation
Unit-1: Activities 60mn	The learning outcome of the following activities part is: <ul style="list-style-type: none"> • Learn how to adapt their CV and cover letter according to the specific needs, values and culture of the companies they are applying to. • Understand the STAR technique and be able to use it to structure their stories and highlight their achievements and results. • Demonstrate their soft skills through real, practical examples in their CV and cover letter, emphasising the value they can bring to the company. 	Activities: Activity 2# How to include soft skills in a CV or cover letter Activity 3# Use the STAR technique

Course Outline / Teaching Scenario module 2

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit-1: Conclusion of unit 1 + check the understanding 20mn	The learning outcome of this conclusion are: <ul style="list-style-type: none"> • Evaluate the understanding of creativity • Reflect on personal application 	question and answer session
Unit-2 Creativity: Activity#1 Game of hands 10mn	The learning outcome of this activity are: <ul style="list-style-type: none"> • Get familiar with the unit • To understand how creative thinking is important to solve problems. • To improve decision-making skills under pressure. 	Introduction of Unit 2 Group dynamic: stimulate creativity among participants. In addition, it analyses each person's decision-making ability.
Unit-2: Theoretical background about creativity 20mn	The learning outcome of the following theoretical part are: <ul style="list-style-type: none"> • Learners will gain an understanding of what creativity is and what it involves, including the importance of both thinking and production in the creative process, and the fact that creativity can be developed through practice. • Learners will learn about the five skills that are fundamental to differentiate creative/innovative people from ordinary professionals • Learners will gain knowledge of the creative process, including an overview of the various stages that a creator typically goes through before arriving at an innovative idea. 	Learners listen to the trainer

Course Outline / Teaching Scenario module 2

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit-2: Activities 60mn	The <i>learning outcome of this activities are:</i> <ul style="list-style-type: none"> • Understand the value of divergent thinking, the power of generating multiple ideas, and the potential for unconventional solutions to lead to innovation. • By the end of this activity 1 trainees will be able to overcome creative blocks, stretch their imaginations, and generate a wide range of ideas in a short period of time. It's a fun and energizing activity that promotes teamwork and collaboration. • By the end of this activity 2 trainees will be more aware to think out-of-the-box, demonstrate their ability to generate innovative solutions, and adapt to new challenges, improving their creativity 	Activities: Activity 2# Crazy Eight Activity 3# Creative Collage Resume
Unit-2: Conclusion of unit 2 + check the understanding 35mn	The learning outcome of this conclusion are: <ul style="list-style-type: none"> • Evaluate the understanding of creativity • Reflect on personal application 	creativity testquestion and answer session
Unit-3 Critical Thinking: Activity#1 What am I? Energizer 20mn	The learning outcome of this activity are: <ul style="list-style-type: none"> • to collaborate effectively with others in small groups to solve brain teasers or riddles. • to understand how to think creatively, logically, and outside the box to solve puzzles and to create their own brain teasers with the group. • to explore different types of brain teasers and riddles and develop their problem-solving skills. • to gain the ability to explain their thought process and reasoning behind their solutions, promoting discussion and reflection. 	Introduction of Unit 3 Group activity: Work together in small groups to solve some brain teasers or riddles.

Course Outline / Teaching Scenario module 2

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit-3: Theoretical background about critical thinking 30mn	The learning outcome of the following theoretical part are: <ul style="list-style-type: none"> • Learners will be able to define critical thinking and its importance in problem-solving, decision-making, and communication. • Learners will understand the difference between cognitive skills and attitude-related skills in critical thinking. • Learners will explore the five essential skills of critical thinking: observation, analysis, inference, communication, and problem-solving. • Learners will gain knowledge of how critical thinking skills are transferable and valuable in various job roles and industries. • Learners will understand the role of critical thinking in fostering innovation and identifying new solutions to problems. 	Learners listen to the trainer
Unit-3: Activities 60mn	The learning <i>outcome of this activity part are:</i> <ul style="list-style-type: none"> • Learners will develop critical thinking skills by analysing real-life situations and providing practical solutions. • Learners will learn how to think critically, gather and evaluate 	Activity #2 : Real-life Scenarios or Case Studies
Unit-3: Conclusion of unit 3 + check the understanding 20mn	The <i>learning outcome of this conclusion are:</i> <ul style="list-style-type: none"> • Evaluate the understanding of critical thinking • Reflect on personal application 	Q&A Session

Course Outline / Teaching Scenario module 2

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit-4 Innovative Thinking: Activity#1 Unusual Uses 20mn	The learning outcome of this activity are: <ul style="list-style-type: none"> • Get familiar with the unit • To develop their ability to think creatively by coming up with unusual and unexpected uses for a common object. • To practice their problem-solving skills and learn to approach challenges from different angles. • To know the different innovative thinking skills such as creativity, originality, problem-solving, critical thinking, curiosity, collaboration, and communication. • To discover new and innovative ways to approach problems and challenges in their personal and professional lives. • 	Introduction of Unit 4 Activity 1: Classic brainstorming game that helps learners to break out of their usual patterns of thinking and to generate new, creative ideas.
Unit-4: Theoretical background about Innovative Thinking 30mn	The learning outcome of the following theoretical part are: <ul style="list-style-type: none"> • Learners will understand the meaning of innovative thinking as a problem-solving method that requires a growth mindset, which embraces challenges, sees failures as opportunities to learn and grow, and is always looking for new ways to improve. • Learners will recognize the importance of innovative thinking in today's fast-paced and ever-changing work environment, where the ability to adapt and think outside the box can mean the difference between success and failure. • Learners will understanding how to improve innovative thinking skills by encouraging creativity, learning from failure, considering all ideas, expanding the knowledge base, and recognizing innovation 	<p style="text-align: center;">Learners listen to the trainer</p>

Course Outline / Teaching Scenario module 2

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit-4: Activities 40mn	<p>The learning outcome of this activity part are:</p> <ul style="list-style-type: none"> • Learners will develop skills in collaborative brainstorming and idea generation. • Learners will learn how to prioritize and evaluate ideas to find the most feasible and effective solutions. • Learners will focus on a specific theme or challenge to generate more relevant and applicable ideas. • Learners will be able to think creatively and innovatively through recognition or prizes. 	Activity# 2: Collaborative Idea Box activity!
Unit-4: Conclusion of unit 4 + check the understanding 40mn	<p>The learning outcome of this conclusion are:</p> <ul style="list-style-type: none"> • Evaluate the understanding of critical thinking • Apply the innovative thinking skills learned in this training to propose a solution to a real-world challenge. • Reflect on personal application 	Activity#3: Innovative Solution Proposal
Conclusion 30mn	<p>The learning outcomes of the module:</p> <ul style="list-style-type: none"> • Summarise the key concepts from all units - • Reflect on personal growth and application of concepts throughout the module • Discuss the overarching themes and takeaways • Revisit the objectives of the module and assess if they have been achieved 	Group discussionActivity : THE HAND

Welcome and start-up of Module 2

The duration and the content of the introduction can be different if the learners are following 1 or the totality of the modules of the project. This introduction below is an example of the minimum that must be done, in the case where the learner is following only this module 2. It will create a safe environment.

OBJECTIVES OF THE START-UP :

- Create a safe environment essential for learning
- Present the training module and the the learning progression
- Agree on the rules for life within the group during the training course
- Show that the answers to the Trainees' pre-training questionnaire have been taken into account

DURATION :

30 to 60 minutes max (depending on the number of participants, on if participants know each other or not, if it is the first module or not...)

START-UP : STEP BY STEP



Optional: Play some pleasant background music while the participants are arriving and finding their places.

1. (20 to 30 min) Introduction to the module - get to know each other

- (5 to 10 min) Introduce yourself (and possibly your organisation).
- (5 to 20 min) The introduction allows participants to get to know each other
- (10 min) Explain briefly how the training project began and the partnership with ERASMUS+ Partners

Welcome and start-up of Module 2

Key Message :

“Welcome to the Character Development Handbook! In this program, we aim to provide adult trainers with the tools they need to motivate and upskill learners (adults, including NEETs) to increase their employability.

Through this program, trainers will gain a better understanding of GRIT and Growth mindset and be able to apply this knowledge and use this program as a tool to motivate and support adults in their training courses. Additionally, the program focuses on teaching learners (with the guidance of trainers) the importance of GRIT and a Growth mindset and ways to approach these topics. By learning the importance of GRIT and a Growth mindset, learners of this program will gain the skills and knowledge necessary to stay motivated and focused on their goals. They will also learn to be resilient and persistent in the face of adversity and to better understand themselves and their place in the world.

Remember :

The handbook consists of 6 modules:

1. GRIT and Growth mindset,
2. How to boost employability with soft skills,
3. Basics of positive psychology and emotional intelligence,
4. Self-awareness and understanding the different facets of self-concept,
5. Resilience & persistence,
6. Active Citizenship & European values.




Each module contains various Units that address different topics within the module's subject. Besides, each Unit provides a base for theory on the topic of the Unit and a description of activities that can be implemented with the guidance of the trainer.

Welcome and start-up of Module 2

What is this GRIT?

One might ask. Well, GRIT is a combination of passion and perseverance, and the Growth mindset is the belief that one's skills and abilities can be improved through effort and dedication. If you want to learn more, go ahead and read on!

Best of luck on your GRIT journey!" 

2. (15 min) - Clarification of the course objectives and presentation of the course plan

Present the module objectives and timetable; making any necessary clarifications in relation to the expectations expressed during the preceding activity.

It is also important to quickly feedback the group's answers to the "Trainees' Pre-training questionnaire" and to the "M1 Assessment survey"

3. (15 min) - Clarification of the course rules

Remind the participants of the training schedule and that the training is conducted in English/local language, but that they should not hesitate to ask for further explanations or translations if they do not fully understand something.

4. (15-30min) Icebreaker OR Weather of the day

Find Your People

1. Divide everyone into groups of three or four.
2. Give them a time limit of ten minutes.

In that time, they have to name their group and find three things that every single person has in common. We're not talking basics here either (things like "we're all human beings" or "we all breathe oxygen" don't count here).

Something more akin to:

All three of us are only children.

We have all owned a red car at some point in our lives.

All of our mothers have the first name of "Martha."

At the end of the time limit, have each group share their group name and the facts they discovered.

Introduction of Module 2

Until a few years ago, soft skills had a less relevant role in organisations, surpassed by technical skills, which for a long time dominated the essential requirements in recruitment processes and on which companies gave greater importance when building their teams. However, the known Hard Skills, i.e. technical skills, which are fundamental, are no longer sufficient to perform the functions with rigour and prestige. A research conducted by Harvard University revealed that 85% of professional success depends on soft skills and only 15% on technical skills (Sydorenko, 2020). These results remain congruent with those found by Klaus (2010) some ten years ago, according to which 75% of job performance depends on these types of skills and only 25% comes from hard skills, suggesting that it is a trend that is likely to continue over the years.

- **What are Soft Skills?**

The concept of soft skills is one of the most used in organisational contexts, especially in the HRM area, and although there is no single definition that describes it, it is unanimous that it contributes significantly to employees achieving their professional goals and securing their jobs (Rodrigues et al., 2017).

In general, soft skills are the behavioural skills responsible for keeping the employee in the labour market, that is, they are the skills that deal with the relationships between people and the individual himself. In this sense, it involves mental, emotional and social skills.

The Future of Jobs Report, conducted by the World Economic Forum (WEF) in October 2020, reveals the Top10 skills that are expected to be most valued in 2025:

- Analytical thinking and innovation
- Active learning and learning strategies
- Complex problem-solving
- Critical thinking and analysis
- Creativity, originality and initiative
- Leadership and social influence
- Technology use, monitoring and control
- Technology design and programming
- Resilience, stress tolerance and flexibility
- Reasoning, problem-solving and ideation

Introduction of Module 2

Top 10 skills of 2025

WORLD
ECONOMIC
FORUM



Source: Future of Jobs Report 2020, World Economic Forum.

The top 10 skills identified in the Future of Jobs Report conducted by the World Economic Forum (WEF) in 2020 emphasise the growing importance of both technical and soft skills in the workplace. While technical skills such as technology use, monitoring and control, technology design and programming are listed, it's important to note that the majority of the skills on the list are soft skills. These skills reflect the need for employees to be adaptable, innovative, resilient, and have strong problem-solving abilities, as well as the ability to work collaboratively and think critically.

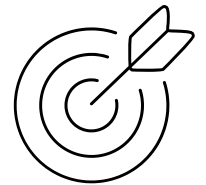
Therefore, individuals who are looking to remain competitive in the job market should focus not only on developing their technical skills but also on improving their soft skills. Employers are increasingly seeking candidates with a diverse range of skills that go beyond technical expertise, and these top 10 skills identified by the WEF highlight the importance of soft skills in the modern workplace.

The current work context, marked by competitiveness and the emergence of increasingly complex and constantly changing roles, needs employees who, in addition to theoretical and technical knowledge, acquire/develop soft skills that enable them to achieve performance that matches organisational objectives. Therefore, taking into account the increasingly relevant importance of these skills, this module aims to help adults (18+ and NEET) to develop soft skills, such as creativity, critical thinking or innovation, that allow them to increase their chances of employability.

Unit 1 : Employability

OBJECTIVES:

- The aim of Unit 1 is to to familiar with the concept of employability
- Understand the importance of soft skills in the current job market.
- Understand how employability can improve their socio-economic situation



DURATION of Unit 1:

2h to 3h (depending on the number of participants)



1. Unit Introduction

In this module, we will explore the concept of employability and its critical role in shaping a promising future. It's essential to convey to your learners that their career prospects are within their control. Success is not solely determined by qualifications and experience but also by the cultivation of essential soft skills. We encourage you to guide your learners in self-reflection, asking this question: "How can I enhance my employability and create opportunities for personal and professional growth?" As trainers, our mission is to empower learners to take charge of their futures, and together, embark on a journey toward future success.

2. Activity-1 to introduce the unit 1 (20 min): Skill Swap

The learning outcome of this activity is:

- Get familiar with the unit
- To learn from each other's skills, fostering a sense of community and collaboration within a limited timeframe
- To develop active listening and provide a platform to showcase their expertise while gaining insights from others.

Instructions given to learners:

- Ask participants to form pairs with someone they don't know well.
- Explain that they will have 5 minutes to share one of their skills with their partner and learn one skill from their partner, 2.5min per person
- Encourage participants to be concise and specific while explaining their skill, focusing on the key aspects and benefits.
- After the first 2.5 minutes, ask participants to switch roles, allowing the other person to share their skill.
- Remind participants to actively listen and ask questions to deepen their understanding of the skill being shared.
- After the 5 minutes are up, bring the group back together and facilitate a brief discussion.
- Ask a few participants to share the skills they learned from their partners, highlighting the value or interest in what they discovered.
- Conclude the exercise by emphasizing the importance of skill-sharing and continuous learning within a supportive community.

3. Theoretical background (20min)

Employability refers to the set of skills, knowledge, attributes, and personal qualities that make an individual desirable and capable of securing and maintaining employment. It encompasses a range of factors beyond technical competencies, such as interpersonal skills, adaptability, and problem-solving abilities. Employability goes beyond being qualified for a specific job; it focuses on equipping individuals with the skills necessary to thrive in the ever-evolving workplace.

The Importance of Soft Skills:

In today's competitive job market, soft skills have become increasingly vital for employers seeking well-rounded and adaptable individuals. Soft skills, often referred to as transferable or interpersonal skills, are the personal attributes that enable effective communication, collaboration, and interaction with others in various professional settings. These skills include but are not limited to communication, teamwork, adaptability, problem-solving, leadership, and time management.

Soft skills complement technical skills and expertise, enhancing an individual's ability to navigate diverse work environments and contribute to the success of their organization. While technical skills may be specific to a particular job or industry, soft skills are universally valuable and transferable, making them highly sought after by employers across various sectors. In fact, studies have shown that employers place great importance on soft skills during the hiring process, as they recognize the significant impact these skills have on team dynamics, productivity, and overall success.

Improving Socio-Economic Situation through Employability:

Enhancing your employability through the development of soft skills can have a profound impact on your socio-economic situation. When you possess strong soft skills, you not only become a more desirable candidate for job opportunities but also increase your chances of career advancement and growth. Soft skills contribute to effective communication, collaboration, and problem-solving, enabling you to build strong professional relationships and seize new opportunities.

Moreover, as you cultivate your soft skills, you become better equipped to adapt to changing work environments and industry demands. This adaptability enhances your resilience and ability to overcome challenges, ultimately improving your socio-economic prospects. Employers value individuals who can navigate ambiguity, demonstrate creativity, and think critically to drive innovation and problem-solving within their organizations.

By investing in the development of your soft skills, you can position yourself as a competitive and valuable asset in the job market. You empower yourself to thrive in a rapidly evolving workplace, increasing your employability, and ultimately enhancing your socio-economic situation.

Understanding employability and the role of soft skills is a crucial foundation for your journey to boost employability. Recognizing the significance of soft skills in the current job market and how they can improve your socio-economic situation will motivate you to actively develop and refine these essential skills. In the upcoming units, we will explore specific soft skills in more detail, equipping you with practical strategies to enhance your employability and open doors to exciting opportunities. Remember, soft skills are the key to unlocking your full potential and achieving career success.

The learning outcome of the following theoretical part is:

- Understand the concept of employability and its relevance in the job market.
- Recognize the importance of soft skills in enhancing employability and standing out to employers.
- Appreciate the impact of developing soft skills on improving one's socio-economic situation.

Instructions given to learners during the theoretical step:

- Focus on the presentation to grasp the concept of employability and its significance in the job market.
- Pay special attention to the role of soft skills in boosting employability and making a lasting impression on employers.
- Absorb the information on how developing soft skills can positively impact one's socio-economic situation.

Tips for theoretical step

- Make a conscious effort to relate the theoretical concepts to your own experiences. This connection can aid in better comprehension and retention.
- Emphasize practicality: Highlight the practical application of soft skills in various job settings and their potential to open new opportunities.
- Encourage self-assessment: Urge learners to evaluate their current soft skills and recognize areas for improvement to enhance employability.
- Facilitate group discussions: Foster conversations among learners to share insights and experiences related to soft skills and employability.
- Discuss career development: Encourage learners to contemplate their long-term career goals and how soft skills can contribute to achieving them.

4. Activities (1h - 1.30 h)

Activity 2: How to include soft skills in a CV or cover letter

Soft skills are important in recruitment processes. Companies are looking for someone who will positively impact their business and culture and these qualities are the perfect vehicle to achieve this.

Building a good CV and cover letter is key, but how best to include these skills?

The first step you should take is to assess the companies you want to send your CV to, one by one, and adapt it according to their business area, culture, values and needs.

You should try to understand how your skills are an asset to the company in question and how they will help you achieve your goals and be successful. More than wanting to know who you are, companies want you to tell them how you will add value to their business.

Activity 3: Use the STAR technique

Results are the best way to assure the employer that you are a safe bet. So it's important that you do it with passion, showing that you really are someone special, and there's no better way to do that than by telling a story, a true and exciting one.

To talk about your skills, you can use the STAR technique. You can use this technique to answer questions based on your professional skills, in which you should explain:

- The Situation;
- The tasks required as a result of the situation
- The Action you took;
- The result of that action.

Use this technique to tell your story. What were your achievements? What projects would have gone wrong if you hadn't intervened? How did you intervene and make things better? What results did you achieve?

Example of how to structure your story:

S = Situation. What was the problem? Be as specific as possible. Vague or unspecific achievements do not work. Make them visualise what you describe in detail.

T = Task. What was the objective? State the goals you had to achieve, whether numerical or not.

A = Action. What specific steps did you take to achieve the goal? Focus on what you did. When describing the contributions of the team you worked with and the people included in it, make sure you give them due credit.

R = Result. End result. This is the time to talk. Assert what you have achieved and all your positives.

Integrate this technique in your CV and cover letter. And remember: it's important to highlight the result first and only then tell how you achieved it.

When describing your soft skills, don't limit yourself to the usual "Goal-oriented" or "Easy to communicate". Give real, practical examples.

Instructions given to learners during activities step:

- The first step is to assess the companies they want to send CV to, one by one, and adapt it according to their business area, culture, values and needs.
- Try to understand how skills are an asset to the company in question and how they will help you achieve your goals and be successful.
- To talk about skills, use the STAR technique. This technique can be used to answer questions based on professional skills, in which you should explain:
 - The Situation
 - The Tasks required as a result of the situation
 - The Action you took
 - The Result of that action.
- Use this technique to tell your story. What were your achievements? What projects would have gone wrong if you hadn't intervened? How did you intervene and make things better? What results did you achieve?

Tips for the activities step

- Encourage participants to research and analyze the companies they plan to apply to.
- Aligning skills with company needs.
- Demonstrating value.
- Storytelling practice
- Action steps
- Results highlight

The *learning outcome of these activities are:*

- Learn how to adapt their CV and cover letter according to the specific needs, values and culture of the companies they are applying to.
- Understand the STAR technique and be able to use it to structure their stories and highlight their achievements and results.
- Demonstrate their soft skills through real, practical examples in their CV and cover letter, emphasizing the value they can bring to the company.

5. Check the understanding of unit (20 min)

Description of the guided reflection and self-check questions: Ask learners to reflect on this unit by testing their knowledge and asking some questions. This will help you gauge their level of engagement and understanding.

Suggested questions:

1. What is employability, and what does it encompass beyond technical competencies?
2. Why have soft skills become increasingly important in today's job market?
3. What are some examples of soft skills?
4. How do soft skills complement technical skills in the workplace?

6. Conclusion of the unit (5 min)

The key message/points to keep in mind of this unit is that employability relies not only on technical competencies but also on the development of essential soft skills. Soft skills, such as communication, teamwork, adaptability, and problem-solving, have become increasingly vital in today's competitive job market. They complement technical expertise, enable effective collaboration, and enhance an individual's ability to thrive in diverse work environments. By investing in the cultivation of soft skills, individuals can increase their employability, seize new opportunities, and improve their socio-economic situation, positioning themselves as valuable assets in the job market and empowering their personal and professional growth.

Ask participants if they have any questions about the unit.

You can share and discuss some of the videos:

https://www.ted.com/talks/3_skills_to_thrive_in_the_workplace

<https://www.youtube.com/watch?v=TngbksU60cU>

<https://www.youtube.com/watch?v=tfAx8RPwWjo>

Unit 2 : Creativity

OBJECTIVES:



The aim of Unit 2 is to understand the concept of creativity and its different aspects

- Identify how to apply creativity into problem-solving at personal and / or professional level
- Explore ways to enhance their own creative potential

DURATION of Unit 2:



2 to 3 hours (depending on the number of participants)

1. Unit Introduction:

Throughout this module, we will delve into the concept of creativity and its significance not only in artistic realms but also in business, technology, and science. Our goal is to equip you with effective strategies to nurture creativity in your learners across diverse fields. Creativity is a skill that can be cultivated through techniques such as brainstorming, mind-mapping, and problem reframing, and it has the power to set individuals apart in the competitive job market and enhance their careers. As we explore this topic, let's draw inspiration from Albert Einstein's words: "Creativity is intelligence having fun" and "The true sign of intelligence is not knowledge but imagination." Join us as we embark on this journey of fostering creativity together.

2. Activity-1 (20-30 min): Game of Hands

The "game of hands" group dynamic aims to stimulate creativity among participants. In addition, it analyses each person's decision-making ability.

The learning outcome of this activity is:

- to understand how creative thinking is important to solve problems.
- to improve decision-making skills under pressure.

Instructions given to learners

1. The "game of hands" group dynamic aims to stimulate creativity among participants. In addition, it analyses each person's decision-making ability.
2. Everyone should form a circle and the participants should stand holding hands. The goal of the dynamic is to turn the circle upside down, i.e. to have all the participants' backs to the circle. However, to do this it is not valid to let go of the hands or to talk.
3. A problem which apparently has no solution can actually be solved in the following way: one of the people needs to raise one of their arms high enough to form an arch, so that the others can pass underneath and the wheel can be inverted.
4. Learners may have also improved their ability to communicate non-verbally, think creatively, make decisions under pressure, build trust, and work effectively as a team.

3. Theoretical background (20-30min)

Creativity is the act of turning new and original ideas into reality. It is characterised by the ability a person has to see the world in new ways, to identify patterns that are hidden, establish new connections between phenomena that apparently do not connect and generate solutions.

This ability has two processes: thinking and production. That is, if you have ideas but don't act on them, you are only imaginative and not creative.

According to Jeff Dyer, Clayton M. Christense and Hal Gregersen, authors of the book "The Innovator's DNA", 25% to 40% of creativity is related to genetics, and the rest comes from practice.

After interviewing the founders and CEOs of several successful companies, such as Amazon, Apple, Skype and Google, the authors pointed out that the behaviour of the world's most creative people is linked to 5 skills that are fundamental to differentiate the creative/innovators from ordinary professionals, and they are:

- Association skills
- Questioning
- Observation
- Networking
- Experimentation

How does the creative process normally take place?

Before arriving at an innovative idea, the creator usually goes through various processes that help to polish an insight until it becomes the final product. Find out what the creative processes are.

- Preparation

This is the preparation of the "work" itself. The stage is made up of common activities that are considered repetitive. Many professionals fail to consider mechanical tasks in their creative process, but they are the embryo for the final result.

- Incubation

This is when the two brain networks connect and give birth to the idea. Several connections are made and ideas need to be filtered. Incubation can be negatively impacted by the immediate tasks of everyday life. Due to so many worries and distractions, the creative process is interrupted.

- Lighting

The kick that starts the innovation of the creative process. Basically, it is the idea that comes when you are least expecting it. It takes shape and its implementation begins to be structured.

- Implementation

In this phase, people can see the professional realising the idea. It is when the writing of an advertising piece is being done, for example.

As it is the last step, there is some confusion regarding the external view of the creative process. It is normal that many people do not recognize or even imagine the path that was taken for the conception and realisation of the idea. In the professional environment, this can translate into unrealistic deadlines or not understanding the entire creative process.

Creativity is something that can be learned

Human beings are born creative and are taught to be "uncreative" over time.

Some studies prove that non-creative behaviour can be learned over time. According to a creativity test conducted by scientist George Land, young children are creative geniuses, and become less fertile as they get older. This study was done with a group of 1600 5-year-olds and 98% were found to be geniuses, thinking in inventive ways similar to Picasso, Mozart, Einstein and other personalities.

Land tested them again at age 10 and the number dropped to 30%. Another test was done at age 15 and the results decreased to 12%. Finally, he gave the same assessment to 280,000 adults and he found only 2% creative geniuses.

The good news is that if you consider yourself to be uncreative as an adult, you can retrain yourself and get into the habit of practicing creativity and innovation again.

The learning outcome of the following theoretical part is:

- Learners will gain an understanding of what creativity is and what it involves, including the importance of both thinking and production in the creative process, and the fact that creativity can be developed through practice.
- Learners will learn about the five skills that are fundamental to differentiate creative/innovative people from ordinary professionals.
- Learners will gain knowledge of the creative process, including an overview of the various stages that a creator typically goes through before arriving at an innovative idea.

Instructions given to learners during the theoretical step:

- Pay close attention to the presentation on creativity, its definition, and components, emphasizing both thinking and production in the creative process.
- Take note of the concept that creativity is a skill that can be cultivated through practice and dedication.
- Listen carefully to learn about the five fundamental skills that distinguish creative and innovative individuals from ordinary professionals.
- Absorb the information on the creative process and the various stages creators typically undergo to arrive at innovative ideas.

Tips for theoretical step

- Encourage active listening: Urge learners to actively engage in the presentation, absorbing the key points related to creativity and its development.
- Emphasize practicality: Highlight the notion that creativity is a skill that can be nurtured and improved with persistent effort.
- Relate to real-world examples.
- Foster curiosity: Encourage learners to be curious about the creative process and how innovative ideas are generated.
- Discuss the significance: Facilitate discussions on the importance of creativity in various fields and industries, encouraging learners to explore its potential impact on their professional journey.

4. Activities #2 Crazy Eight (1h - 2h)

The learning outcome of this exercise is:

The value of divergent thinking, the power of generating multiple ideas, and the potential for unconventional solutions to lead to innovation. By the end of this activity trainees will be able to overcome creative blocks, stretch their imaginations, and generate a wide range of ideas in a short period of time.

Instructions given to learners during the activities step

- This exercise can be done individually, into pairs or small groups of 3-4 individuals.
- Provide each group with a sheet of paper and a pen or marker.

- Explain the rules of the exercise:

Each group will have eight minutes to come up with eight different ideas/solutions to a specific problem or challenge and write or draw those ideas into paper. Emphasize that the focus is on quantity rather than quality at this stage. They can divide an A4 paper sheet into 8 squares.

- Present the problem or challenge to the groups. It could be related to their field of interest or the job market. For example, "How can we improve workplace communication?" or "What are some innovative ways to reduce environmental impact?"
- Start a timer for eight minutes and encourage the groups to brainstorm as many ideas as possible within that time frame. They should write down or draw each idea on the sheet of paper, with a maximum of one idea per minute. Encourage them to think quickly and not worry about judgment or feasibility.

- Remind the groups to think outside the box and consider unconventional, even "crazy," ideas. Encourage them to build upon each other's ideas and spark creativity within the group.
- After the eight minutes are up, ask each group to present their eight ideas to the rest of the participants. This can be done through a quick verbal presentation or by displaying the sheets of paper around the room for everyone to see.
- After each group has presented, facilitate a discussion where the entire group shares their thoughts and feedback on the ideas generated. Encourage positive feedback and exploration of the potential merits and challenges of each idea.

Tips for the activities step

- Encourage idea generation
- Utilize visual aids
- Foster collaboration
- Emphasize creativity

4. Activities #3 Creative Collage Resume (1h - 2h)

In this activity, learners or individuals create a visual representation of their skills, experiences, and interests by cutting out relevant images and text from magazines or other printed materials and arranging them on an A4 paper sheet. It's a creative way to showcase one's soft skills, qualifications and personal brand.

Instructions given to learners during the activities step:

1. This is an individual exercise.
2. Gather materials: Trainers should collect a variety of magazines or printed materials that contain relevant images and text related to their skills, experiences, and interests.
3. Define a message: They should determinate the key points of what they want to highlight in their collage resume. They could think about their achievements, strengths, and the qualities that want to emphasize.
4. Cut and arrange: Should start cutting out images, words, and phrases that represent their chosen themes or messages. Arrange them on the A4 paper sheet in a way that creates a visually appealing and coherent composition. Consider using different colors, textures, and sizes to add visual interest.
5. Glue or paste: Once satisfied with the arrangement, is timen to glue or paste the cut-out pieces onto the paper sheet.
6. Finishing touches: Trainners must add any additional elements, such as name, contact information, or small design elements to complete the visual resume.

Tips for the activities step

- Showcase soft skills and qualifications
- Provide materials
- Allow self-expression
- Facilitate sharing
- Discuss personal branding
- Encourage reflection

The learning outcome of this exercise are:

Engaging in the activity of creating a creative collage resume can indeed help develop creative skills that can be beneficial for employability. At the end of this activity, trainees will be more aware to think out-of-the-box, demonstrate their ability to generate innovative solutions, and adapt to new challenges, improving their creativity.

5. Check the understanding of unit (30 mn)

- After finishing the previous exercise, learners can do a creativity test: <https://mycreativetype.com/>
- Description of the guided reflection and self-check questions: Ask learners to reflect on this unit by testing their knowledge and asking some questions. This will help you gauge their level of engagement and understanding.
- Suggested questions:
 1. What do you believe are your creative strengths and weaknesses?
 2. How can you further develop your creative potential?
 3. In what ways have you used creativity in the past to solve a problem or challenge?
 4. What tactics and strategies could you use to increase your creative output in the future?

6. Conclusion of the unit (5 mn)

The key message/points to keep in mind of this unit is the importance of both creativity and soft skills in professional settings and provides guidance on how to develop and effectively communicate these qualities to employers.

Reading is one of the best tools there is to exercise the brain and certainly one of the practices that contributes the most to the development of creativity.

- Ask participants if they have any questions about the unit.
- Advise some books, as reading is one of the best tools there is to exercise the brain and certainly one of the practices that contributes the most to the development of creativity.

Creativity, Inc. : Overcoming the Unseen Forces That Stand in the Way of True Inspiration - Ed Catmull & Amy Wallace

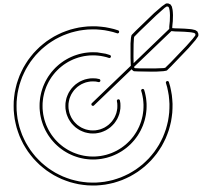
Where Good Ideas Come From, The Natural History Of Innovation - Steven Johnson

This is Not a Book - Keri Smith

Iconoclast: a Neuroscientist Reveals How to Think Differently - Gregory Berns

Big Magic: Creative Living Beyond Fear -Elizabeth Gilbert

Unit 3: Critical Thinking



OBJECTIVES:

- The aim of Unit 3 is to understand the concept of critical thinking and its different aspects.
- Formulate an effective, balanced perspective on an issue or topic.
- Learn how to Identify relevant arguments (reasons, claims, statements..), and filter the most important information.

DURATION of Unit 3:

2 to 3 hours (depending on the number of participants)



1. Unit Introduction:

In the context of this module, we will explore the fundamental concept of critical thinking and how to impart this invaluable skill to your learners effectively. Critical thinking is the compass that guides us when faced with complex decisions, enabling us to sift through information, discern trustworthy sources, and arrive at well-informed conclusions. By equipping your learners with critical thinking skills, you empower them to enhance their problem-solving abilities, assess evidence critically, and bolster their confidence as proficient decision-makers. As we delve into this topic, remember Albert Einstein's wisdom: "Education is not the learning of facts, but training the mind to think."

2. Activity-1 to introduce the unit 1 (20-30 min): What am I?

- Energizer

In this exercise participants will engage in a group exercise focused on solving brain teasers and riddles, fostering creativity, logical thinking, and teamwork while encouraging discussions and reflections on their problem-solving approaches.

Instructions given to learners during the activities step:

- For this energizer, we're going to work together in small groups to solve some brain teasers or riddles. The idea is to get you thinking creatively, logically, and outside the box to solve the puzzles.
- To make it even more fun, we could turn it into a friendly competition between groups or individuals, and offer prizes or rewards for the fastest or most accurate solutions. And don't forget to explain your thought process and reasoning behind your solutions, as it promotes discussion and reflection.
- We can adjust the level of difficulty of the brain teasers to suit everyone's prior knowledge and experience. Or, if you're feeling creative, you could even create your own brain teasers and share them with the group. This promotes collaboration and sparks even more creativity.

Some examples of brain teasers:

- I am always hungry, I must always be fed. The finger I touch will soon turn red. What am I? (Answer: Fire)
- I speak without a mouth and hear without ears. I have no body, but I come alive with wind. What am I? (Answer: An Echo)
- What has a heart that doesn't beat? (Answer: An Artichoke)
- I am not alive, but I grow; I don't have lungs, but I need air; I don't have a mouth, but water kills me. What am I? (Answer: Fire)
- The more you take, the more you leave behind. What am I? (Answer: Footsteps)

The learning outcome of this activity is:

- to collaborate effectively with others in small groups to solve brain teasers or riddles.
- to understand how to think creatively, logically, and outside the box to solve puzzles and to create their own brain teasers with the group.
- to explore different types of brain teasers and riddles and develop their problem-solving skills.
- to gain the ability to explain their thought process and reasoning behind their solutions, promoting discussion and reflection.

3. Theoretical Background (30min)

Critical thinking is a voluntary evaluation before a fact, comment, experience or content, which uses arguments to determine a response before that stimulus. In other words, critical thinking involves an initial observation, followed by a judgement before a scenario which is faced. However, this judgement is not made automatically or impulsively, but rather, it searches for references, reasons and arguments to support the adopted answer.

Critical thinking works from a rational and conscious process, formed by a set of cognitive and attitude-related skills, therefore, critical thinking is based on two distinct pillars:

Cognitive skills - the ability to analyse, compare, empathise, etc. - which enable the evaluation and judgement of a topic, fact, experience or content.

"Critical thinking", is linked to inclinations and behaviours that lead someone to elaborate the ideas to then act according to well-established grounds.

So, we can say that critical thinking begins right after an observation, when images, concepts, sounds or sensations are experienced. Then, the individual questions them (through his cognitive ability) and submits to a judgement (applying critical thinking) to know how he should respond to these stimuli.

Critical thinking contains within itself several skills. We can consider the following 5 skills as the most important ones to take into consideration:

Observation: Observation skills are the starting point for critical thinking. People who are observant can sense and quickly identify a new problem. Observation experts are also able to understand why something might be a problem and may even be able to predict when a problem might occur before it happens based on their experience.

Analysis: Once the problem has been identified, analysis skills become essential. The ability to effectively analyse and evaluate a situation involves knowing which facts, data or information about the problem are important. And to do this requires the collection of unbiased research, relevant questions about the data to ensure it is accurate and objective evaluation of the results.

Inference: The ability to draw logical conclusions based on the available evidence and apply these conclusions to real-world situations.

Communication: Communication skills are important when it comes to explaining and discussing issues and their possible solutions.

Problem solving: After identifying a problem, analysing it and exploring possible solutions, the final step is to execute the solution. Problem solving usually requires critical thinking to implement the best solution and to understand whether or not the solution is working as far as the objective is concerned.

In today's competitive job market, having technical skills and knowledge is no longer enough to guarantee success. Employers are now seeking candidates who possess a range of soft skills, such as critical thinking, problem-solving, and creativity. Critical thinking, in particular, has become increasingly important in the workplace, as it enables individuals to analyze and evaluate complex information and make informed decisions.

Employers value critical thinking skills because they help employees to identify and solve problems efficiently, make effective decisions, and communicate ideas clearly and confidently. Critical thinking skills are particularly valuable in jobs that involve analysis, evaluation, and decision-making, such as management, finance, marketing, and technology.

By developing critical thinking skills, individuals can enhance their employability and increase their chances of success in the job market. They can demonstrate to employers that they have the ability to think independently, evaluate information critically, and make well-informed decisions. Moreover, critical thinking skills are transferable and can be applied to a range of job roles and industries.

In short, critical thinking is an essential skill that can help individuals to stand out in the job market and increase their employability. By developing and demonstrating their critical thinking skills, individuals can demonstrate their value to employers and enhance their chances of success in their careers.

In addition to the importance of critical thinking in increasing employability, it is also significant in the development of the individual as a citizen. Critical thinking is not just a useful skill in the workplace, but it is also a fundamental skill in the formation of more aware citizens, offering support for balanced and assertive decision-making.

In today's world, where we are constantly bombarded with information, it is crucial to be able to analyse and evaluate it critically. Through critical thinking, we can identify biases, assumptions, and fallacies in arguments, which helps us to make more informed and balanced decisions.

Moreover, critical thinking also supports us in developing assertiveness, a key skill in both our personal and professional lives. Assertiveness involves being able to express our opinions and ideas confidently, while also respecting the perspectives of others. When we develop critical thinking skills, we become more aware of our own biases and assumptions, which can help us to communicate more effectively and respectfully with others.

Overall, critical thinking is an essential skill that we can use to make informed decisions, communicate more effectively, and become more aware and informed citizens. By developing our critical thinking skills, we can enhance our ability to solve problems, make decisions, and navigate complex situations. Thus, the development of critical thinking builds empowered people, proactive and able to see new solutions to various problems, favouring innovation.

The learning outcomes of the following theoretical part are to:

- be able to define critical thinking and its importance in problem-solving, decision-making, and communication.
- understand the difference between cognitive skills and attitude-related skills in critical thinking.
- explore the five essential skills of critical thinking: observation, analysis, inference, communication, and problem-solving.
- gain knowledge of how critical thinking skills are transferable and valuable in various job roles and industries.
- understand the role of critical thinking in fostering innovation and identifying new solutions to problems.

Instructions given to learners during the theoretical step

- Listen attentively to the presentation on critical thinking and its significance in problem-solving, decision-making, and communication.
- Pay close attention to the distinction between cognitive skills and attitude-related skills in critical thinking.
- Take notes on the five essential skills of critical thinking: observation, analysis, inference, communication, and problem-solving.
- Reflect on how critical thinking skills are transferable and valuable across different job roles and industries.
- Absorb the information about how critical thinking fosters innovation and aids in identifying novel solutions to problems.

Tips for theoretical step

- Encourage active engagement: Ask learners to actively participate by listening carefully and being involved in discussions during the presentation.
- Relate to real-life scenarios: Help learners understand the practical implications of critical thinking by providing relatable examples.
- Highlight the importance: Emphasize the significance of critical thinking in various aspects of personal and professional life to underscore its relevance.
- Encourage critical reflection: After each section of the presentation, encourage learners to reflect on the specific skills and concepts discussed.
- Foster discussion: Promote an open dialogue where learners can ask questions and share their insights on critical thinking, enhancing their understanding.

4. Activities (1h-2h) - #2: Real-Life Scenario or Case studies

In this engaging exercise, participants will delve into real-life scenarios or case studies from various fields, including business, healthcare, and education, honing their critical thinking skills by creatively analyzing the situations and devising practical solutions to address complex challenges, ultimately fostering the ability to make informed and reasoned decisions.

Instructions given to learners during the activities step:

In this activity, will be given real-life scenarios or case studies from different fields such as business, healthcare, education, and more. Learners will be asked to analyse the situation and provide recommendations based on the information provided. This activity will help to develop critical thinking skills by challenging learners to think creatively, logically, and outside the box.

1. Work in groups
2. Choose a real-life scenario or case study from a field that interests you.
3. Read through the information provided carefully, and take notes on important details.
4. Analyse the situation and identify key issues or challenges.
5. Brainstorm possible solutions or recommendations.
6. Evaluate each solution based on its feasibility, practicality, and potential outcomes.
7. Select the best solution and develop a plan of action.
8. Share your case study with the respective decisions with the other groups.
9. Final brainstorming debate.

Examples of Real-life Scenarios or Case Studies :

Case study in business: A company is facing declining profits and increased competition. Participants are given information about the company's history, market position, financial statements, and competitors. They are then asked to analyse the situation and provide recommendations for the company to improve its profitability.

Case study in healthcare: A hospital is facing an increase in patient complaints about long wait times and poor customer service. Participants are given information about the hospital's patient volumes, staffing levels, and patient satisfaction scores. They are then asked to analyse the situation and provide recommendations for the hospital to improve patient satisfaction.

Case study in education: A school district is facing declining enrollment and budget cuts. Participants are given information about the district's demographics, test scores, and funding sources. They are then asked to analyse the situation and provide recommendations for the district to improve student achievement and increase enrollment.

Tips for the activity step:

- Foster collaboration in groups
- Choose engaging real-life scenarios or case studies
- Emphasize thorough reading and note-taking
- Guide systematic analysis of the situation
- Encourage creative thinking during brainstorming
- Promote critical evaluation of possible solutions
- Facilitate effective decision-making and action planning
- Facilitate intergroup sharing and presentations
- Conduct a final brainstorming debate
- Summarize the development of critical thinking skills and the importance of information evaluation and decision-making.

The learning outcome of these activity:

- Learners will develop critical thinking skills by analysing real-life situations and providing practical solutions.
- Learners will learn how to think critically, gather and evaluate information, and make sound decisions.

5. Chek the understanding of the Unit (15min)

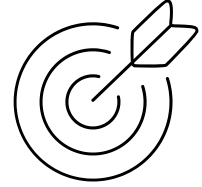
- Description of the guided reflection and self-check questions: Ask learners to reflect on this unit by testing their knowledge and asking some questions. This will help you gauge their level of engagement and understanding.
- Suggested questions:
 1. What is the purpose of critical thinking?
 2. How can critical thinking help us make better decisions and solve problems?
 3. What are the key skills and attitudes required for effective critical thinking?
 4. How can we strengthen our ability to think critically?

6. Conclusion of the Unit (5min)

The key message/points to keep in mind of this unit is that Critical thinking is essential in the workplace and in personal development. Critical thinking is a crucial skill for personal and professional success. It helps individuals to make informed decisions, solve problems effectively, and analyze and evaluate information in a logical and objective manner. By developing critical thinking skills, one can become a more independent and creative thinker, able to navigate complex issues and communicate ideas clearly and effectively.

- Ask participants if they have any questions about the unit.
- You can share and discuss some of the videos:
- <https://www.youtube.com/watch?v=dItUGF8GdTw>
- <https://www.youtube.com/watch?v=vNDYUIxNIAA>

Unit 4: Innovative Thinking



OBJECTIVES:

- The aim of Unit 4 is to understand the concept of innovative thinking and & innovative thinking matters.
- Learn the importance of generating ideas, take risks, and recognize opportunities in problem-solving, relationships and in other daily situations

DURATION of Unit 3:

2 to 3 hours (depending on the number of participants)



1. Unit Introduction:

This module will cover the concept of innovative thinking and how to effectively teach and nurture this valuable skill. Innovative thinking is a cornerstone of success in the modern workplace, and our aim is to provide you with the tools and knowledge to impart this skill to your learners. We will explore the essence of innovative thinking, its practical applications, and various pedagogical approaches. Join us on this journey as we equip you to guide your learners in unlocking their creative potential and navigating the world of innovative thinking collaboratively.

2. Activity-1 to introduce the unit 4 (20-30 min): Unusual Uses

This activity is a classic brainstorming game that helps learners to break out of their usual patterns of thinking and to generate new, creative ideas. It is a fun and engaging way to kick off the Innovative Thinking Topic, and it helps to get learners in the mindset of thinking creatively and outside the box.

Instructions given to learners:

- The learners will be divided into small groups of 3-4 people, and then each group will receive a common object, like a paper clip, a rubber band, or a pencil.
- Your task is to brainstorm as many unusual uses for that object as you can think of, without worrying about whether the ideas are practical or realistic. You should think outside of the box and let your creativity flow.
- You'll have 5-10 minutes to brainstorm and write down your ideas.
- When the time is up, each group will share their list of unusual uses with the larger group.

The learning outcome of this activity is:

- to develop their ability to think creatively by coming up with unusual and unexpected uses for a common object.
- to practice their problem-solving skills and learn to approach challenges from different angles.
- to know the different innovative thinking skills such as creativity, originality, problem-solving, critical thinking, curiosity, collaboration, and communication.
- to discover new and innovative ways to approach problems and challenges in their personal and professional lives.

3. Theoretical Background (30min)

Realising that innovative thinking skills are highly valued in the job market and should be included on a resume or cover letter and discussed during a job interview.

Knowing the different innovative thinking skills such as creativity, originality, problem-solving, critical thinking, curiosity, collaboration, and communication.

Understanding how to improve innovative thinking skills by encouraging creativity, learning from failure, considering all ideas, expanding the knowledge base, and recognizing innovation.

Innovative thinking is the ability to approach problems and challenges with a fresh perspective, looking for new and creative solutions that others may not have considered. Unlike traditional problem-solving methods, innovative thinking requires a Growth Mindset - an attitude that embraces challenges and sees failures as opportunities to learn and grow and is always looking for new ways to improve. By developing your innovative thinking skills, you'll be better equipped to tackle any problem that comes your way, and to find unique solutions that others may not have considered.

Innovative thinking is becoming increasingly important in today's fast-paced and ever-changing work environment, where the ability to adapt and think outside the box can mean the difference between success and failure. By developing your innovative thinking skills, you'll be better equipped to solve problems, overcome obstacles, and create new opportunities for yourself and others.

Innovative thinking skills are highly valued skills professionally: employers are looking for creative people with the potential to provide solutions to business processes and bring added value to organisations. It is fundamentally a creative thinking process used to generate ideas and solutions. It is a complex task that involves finding new methods to solve problems or procedures. Innovative thinking produces results that change or challenge the status quo. In professional terms, this means looking for different ways of thinking to produce better business practices that bring added value to both employees and customers.

These innovative thinking skills are so valued in the job market that they should be included on a resume or cover letter and discussed during a job interview. We can emphasise skills such as creativity or problem-solving, which will be welcomed by employers.

Examples of innovative thinking skills:

Creativity

Creativity is often associated with artistic talents, but being creative can be a way of thinking or a way of seeing the world differently. Creative people generate ideas through multiple methods, such as brainstorming. They also implement different methods to put new ideas into practice.

Originality

Innovative thinkers find new ways to express their ideas. They change the status quo with their inventiveness, devising unique ideas to share with others. Innovators are often the first to propose a new approach because they look for ways to do something different.

Problem Solvers

Those who practise innovative thinking naturally find ways to solve problems. As they look for alternative ways to make something work, they often learn from failures and are not afraid to take risks. Instead of seeing an impossible task, they find the challenge exhilarating. Innovators may change a process or find another solution in the middle of a project because they refuse to give up.

Critical Thinking

Innovators use inductive and deductive reasoning to analyse a situation and come up with a solution. To innovate, these thinkers synthesise information and make connections to interpret the information and draw conclusions. Critical thinking also means evaluating ideas and reflecting throughout the process. Innovators look at a problem thinking about how one part affects another or the whole.

Curiosity

Innovators ask lots of questions about the world around them. They keep asking "Why?" and "How?" because they want to know the outcome of their idea. They also question conventional methods of doing something if they believe the process can be improved.

Collaboration

Those who practise innovative thinking involve others in their plans: they are willing to make compromises to achieve a common goal. They share responsibility for success and failure. Innovators see the potential in others and use the skills of their peers to help turn an idea into reality.

Communication

Innovators share their ideas effectively: they communicate and develop their own creative thinking. Innovators can also motivate and encourage innovation in others.

How to improve innovative thinking skills:

#1 Encourage creativity

Look for opportunities to be creative at work and in your personal life. When faced with a challenge, make a list of solutions. Use your imagination to generate ideas that begin with "What if? Read the advice of other creative thinkers in your field and other disciplines of interest.

#2 Learn from failure

Many innovators believe that failure is the best teaching tool. Giving yourself space to fail and evaluate mistakes can increase your ability to think creatively. Think of failed attempts as a way to test an idea and move on to the next solution.

#3 Consider all ideas

Innovative thinkers let their ideas flow without limits. Create a mindset where every concept has potential during the initial thought process. Input from others can also be an important part of idea formation.

#4 Expanding the knowledge base

Innovators recognise that ideas can come from any source. Increase knowledge through professional and personal development. Find opportunities to learn and improve personal skills.

#5 Recognise innovation.

Celebrate innovative thinking in others. Explore creative problem solving methods and discover how they generate ideas to help inspire their own creativity.

he learning outcome of the following theoretical part is:

- Learners will understand the meaning of innovative thinking as a problem-solving method that requires a growth mindset, which embraces challenges, sees failures as opportunities to learn and grow, and is always looking for new ways to improve.
- Learners will recognize the importance of innovative thinking in today's fast-paced and ever-changing work environment, where the ability to adapt and think outside the box can mean the difference between success and failure.
- Learners will understanding how to improve innovative thinking skills by encouraging creativity, learning from failure, considering all ideas, expanding the knowledge base, and recognizing innovation.

Instructions given to learners during the theoretical step

- Focus on the presentation to grasp the meaning of innovative thinking as a problem-solving method.
- Pay attention to the growth mindset required for innovative thinking, which embraces challenges and sees failures as opportunities for learning and growth.
- Listen carefully to understand how innovative thinking is essential in today's dynamic work environment and how it can lead to success.
- Absorb the information on improving innovative thinking skills, including strategies such as encouraging creativity, learning from failure, considering all ideas, expanding the knowledge base, and recognizing innovation.

Tips for theoretical step

- Encourage self-reflection: Prompt learners to reflect on their current mindset and thinking patterns. Encourage them to consider how adopting a growth mindset can enhance their problem-solving abilities.
- Emphasize adaptability: Highlight the importance of innovative thinking in a fast-paced, ever-changing work environment, emphasizing its role in adapting to new challenges and opportunities.
- Foster a positive learning environment: Create a safe and encouraging atmosphere where learners feel comfortable exploring new ideas and perspectives.
- Facilitate discussions: Encourage open discussions among learners to share their thoughts and experiences related to innovative thinking, promoting peer learning.
- Reinforce continuous improvement: Stress the idea that innovative thinking is an ongoing process that requires continuous learning, adaptation, and application of new ideas.
- Connect to personal goals: Help learners understand how improving their innovative thinking skills can contribute to their personal and professional growth and advancement.
- Summarize key takeaways: Conclude the theoretical step by summarizing the key points related to innovative thinking and its significance in problem-solving, adaptation, and success in today's work environment.

4. Activity #2 (40min-1h) - Collaborative Idea Box Theoretical Background (30min)

Idea Box activity is a great way to encourage creative thinking and collaboration among participants. By using these extensions, we can further engage participants and create a more dynamic and effective brainstorming process.

Instructions given to learners during the activities step

1. In this activity, will be working together in small groups to generate ideas for a specific challenge or problem.
2. Rather than having individuals contribute their own ideas, we will divide into small groups to encourage more dynamic and diverse thinking. This can help to build team cohesion and create a more effective brainstorming process.
3. After filled up the Idea Box with ideas, we will set aside time to review and evaluate the suggestions. This allows us to discuss and prioritise the most feasible and effective ideas, and can also help to build consensus around potential solutions.
4. It's also important to reflect on our experience with the Idea Box. We will take some time to discuss how we contributed to the process, what we learned, and how we can apply these skills in the future.
5. To guide our brainstorming process, we will provide a specific theme or focus for the Idea Box. This will help us to generate more focused and relevant ideas that are directly related to the challenge or problem at hand.
6. Finally, we will incorporate a fun and competitive element to the activity by awarding prizes or recognition for the most innovative or creative ideas. This can help to motivate participants and encourage them to think outside the box.

Some potential themes to explore in an Idea Box activity:

- **Workplace Efficiency:** Participants can contribute ideas for how to streamline workflows, improve communication, or eliminate wasteful practices in the workplace.
- **Team Building:** Participants can share ideas for building stronger, more cohesive teams, whether it's through team-building activities, communication strategies, or leadership development.
- **Social Responsibility:** Participants can suggest ways for their organisation to be more socially responsible, whether it's through sustainable practices, community outreach, or charitable giving.
- **Employee Development:** Participants can brainstorm ways to develop employee skills and knowledge, whether it's through training programs, mentorship opportunities, or career advancement pathways.

Tips for the activities step:

- Stimulate Idea Generation
- Promote Collaborative Thinking
- Inspire Creativity
- Foster Teamwork and Brainstorming
- Spark Innovative Thinking

The learning outcome of these activity:

- Learners will develop skills in collaborative brainstorming and idea generation.
- Learners will learn how to prioritize and evaluate ideas to find the most feasible and effective solutions.
- Learners will focus on a specific theme or challenge to generate more relevant and applicable ideas.
- Learners will be able to think creatively and innovatively through recognition or prizes.

4. Activity #3 (40min-1h) Innovative Solution Proposal

The ability to identify real-world challenges and generate innovative solutions using various thinking techniques.

Instructions given to learners during the activities step

1. Identify a real-world challenge or problem that you would like to propose an innovative solution for. This could be related to your personal or professional life, or a broader societal issue.
2. Use the innovative thinking techniques learned in this training, such as brainstorming, ideation, and evaluation, to generate ideas for potential solutions to the challenge.
3. Select the most promising solution idea and develop a proposal outlining how it could be implemented. Your proposal should include the following components:
 - A clear description of the problem or challenge
 - An explanation of why the proposed solution is innovative
 - A detailed plan for how the solution would be implemented
 - A description of the potential impact of the solution and how it would address the challenge.
4. If it is possible, prepare a presentation of your proposal, using visuals or other media as needed to effectively communicate your ideas.
5. Share your proposal and encourage feedback and discussion.
6. Reflect on the process of developing your proposal and the skills you utilised, such as creativity, critical thinking, and collaboration.

Tips for the activities step

Allow learners to apply their knowledge and skills in innovative thinking to a real-world problem, and to come up with creative and effective solutions

The learning outcome of this activity is:

- acquire the skill to craft comprehensive proposals for implementing innovative solutions
- demonstrate the ability to apply the innovative thinking skills acquired during this training to present solutions to real-world challenges.
- become adept at strategically addressing complex issues, thereby contributing to problem-solving proficiency.
- enhance their capacity to communicate complex ideas effectively, both in writing and verbally, as they present their proposals to others.

5. Check the understanding of unit (40 mn).

- Description of the guided reflection and self-check questions: Ask learners to reflect on this unit by testing their knowledge and asking some questions. This will help you gauge their level of engagement and understanding.
- Suggested questions:
 1. What do you consider your strengths and weaknesses in innovative thinking?
 2. How do you plan to further develop your innovative thinking skills?
 3. Can you share instances where you've applied innovative thinking to address challenges in the past?
 4. What strategies do you intend to use to boost your innovative thinking in the future?

6. Conclusion of the unit (5 min).

Through this topic, we have explored various techniques and approaches to foster innovative thinking. We have also looked at how to encourage collaboration and teamwork in the ideation process. By applying these tools and strategies, individuals and organisations can enhance their capacity for innovation and drive positive change in their fields. With practice and dedication, anyone can become an innovative thinker and make meaningful contributions to the world around them.

The key message/points to keep in mind of this unit is that innovative thinking is essential for success in today's fast-paced and ever-changing work environment, and developing innovative thinking skills can lead to finding unique solutions that others may not have considered.

- Ask participants if they have any questions about the unit.
- You can share and discuss some of the videos:
 - <https://www.youtube.com/watch?v=keCwRdbwNQY>
 - <https://www.youtube.com/watch?v=qDrMAzCHFUU>

Course evaluation and conclusion



Participants look back at the ground that has been covered during the course and prepare how they will apply what they have learned. Participants give feedback about the course and make recommendations for ways of improving it.

OBJECTIVES :

By the end of module 2, the trainers will remind the trainees the module objectives and check their achievement for everyone.

DURATION :

40mn (depending on the number of participants)

STEP BY STEP:

1. Written course evaluation (15min)

Hand out the course evaluation forms:

- Activity post-assessment (skills) for learners
- Satisfaction

Ask participants to fill in their forms. Ask them to give full answers as much as possible and to write clearly in the language chosen for the training.

Point out that the continual improvement of quality applies to training

2. Module feedback activity: THE HAND (30mn)

Duration: 30 minutes.

Number of persons (min): 4.

Venue: indoor or outdoor space.

Materials and Resources: paper and pens.

Description of the Activity

In order to evaluate activities previously developed in the training, participants should be challenged to draw their own hand on a sheet of paper. After drawing their own hand, they should fill in different information for each "finger":

1. The moment of training that they are going to keep
2. A commitment they want to make to themselves
3. The thing they liked least
4. The impact the training will have on the future
5. What they liked most

GENERAL INFORMATION

This Trainer's Handbook includes all the information and documents that you will need to run the course : "GRIT and Growth mindset"

The handbook consists of 6 modules :

Module 1 : GRIT and Growth mindset

Module 2 : How to boost employability with soft skills

Module 3 : Basics of positive psychology and emotional intelligence

Module 4 : Self awareness and the different facets of self concept

Module 5 : Resilience and persistence

Module 6 : Active Citizenship and European values

These modules can be delivered in full or in part to a group of trainees. Each module covers several soft skills and you can choose the module according to the real needs of your trainees.

Module	Soft skills
Module 1 : GRIT and Growth mindset	Self capacity building - Self discipline skills - Stress management - Self confidence - Self motivation resilience
Module 2 : How to boost employability with soft skills	Creativity - Critical thinking - Innovating thinking
Module 3 : Basics of positive psychology and emotional intelligence	Positive psychology - Emotional intelligence - Socialisation skills - Team work
Module 4 : Self awareness and the different facets of self concept	Self concept - Social comparison - Self motivation - Introspection concept
Module 5 : Resilience and persistence	Prioritising work/life balance - Goal setting - Decision making - Stress management
Module 6 : Active Citizenship and European values	Active citizenship & European values - Assertiveness - Cross-cultural communication

Module 3: Basics of Positive Psychology & Emotional Intelligence Presentation

This GUIDE content, for one module

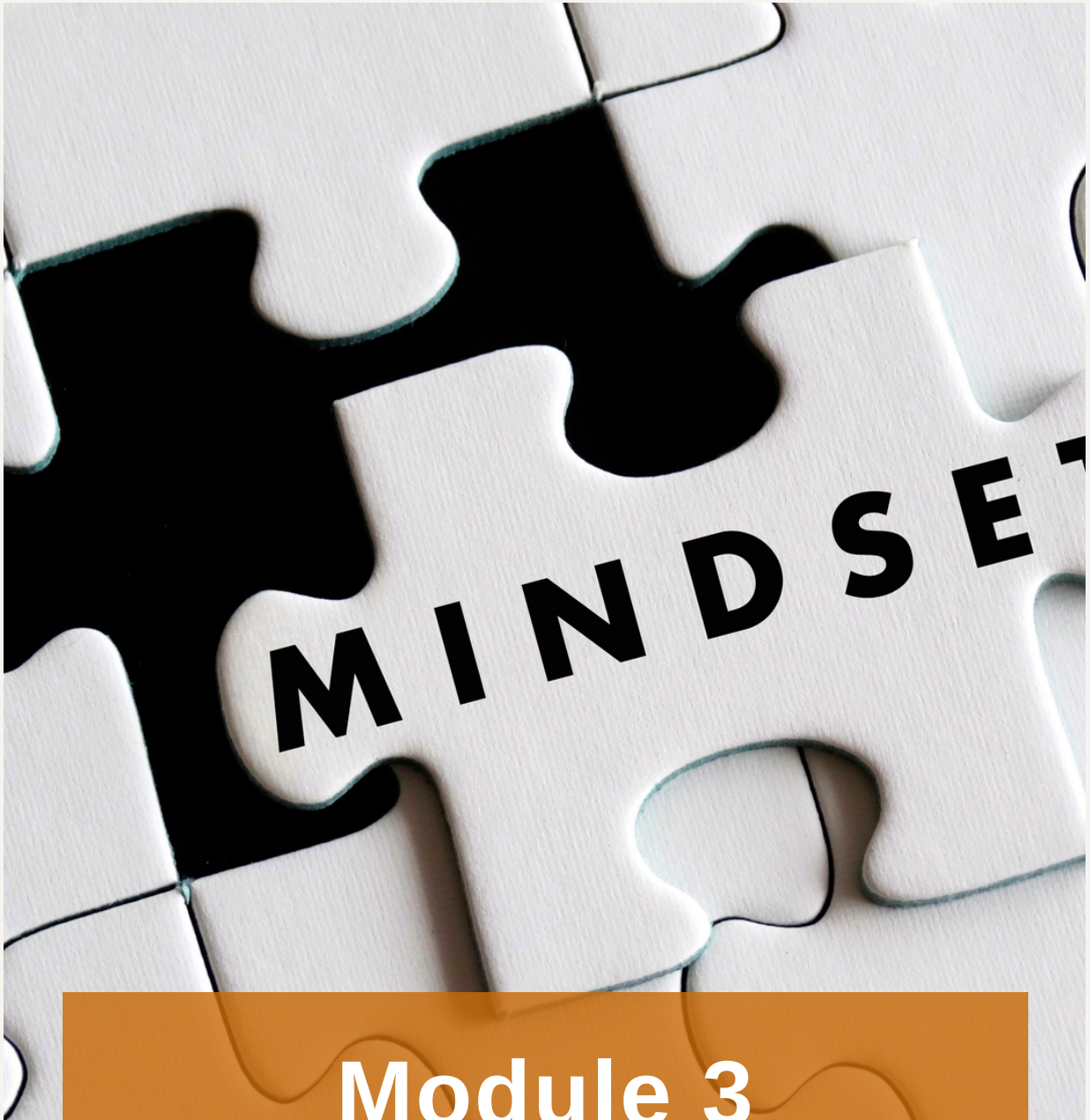
- Presentation, preparation, material
- The teaching scenario or summary sequence
- Step-by-step description of each part of the module
 - Welcome and start-up
 - Unit 1, 2, 3 ...
 - Conclusion and evaluation

What information is provided in this guide?

- The objectives of the module as a whole
- The pre-requisites
- The objectives of each unit
- The planned duration of each unit
- The key messages
- The instructions you will give your trainees for carrying out the activities
- Advice on facilitation/animation in certain cases (warnings or tips)
- The content of the pre- and post-training assessments, and advice on how to use/analyse them effectively

The appendices contain :

- Image bank
- Selection of animation techniques
- Selection of icebreakers and energisers
- Checklist for trainers
- Content of surveys
- Trainee follow-up booklet



Module 3
Basics of Positive
Psychology &
Emotional
Intelligence

Presentation of the training module 3

MODULE AIM & LEARNING OBJECTIVES

The aim of this training module is to provide participants with a comprehensive understanding of taking challenges and learning from them.

By the end of the module 3, participants will be able to:

- Understand the fundamental concepts of positive psychology and its impact on personal happiness and well-being.
- Apply the principles of positive psychology to cultivate positive emotions, meaningful relationships, and a sense of purpose in daily life.
- Recognise the role of emotional intelligence in understanding and managing personal emotions, as well as empathising with the emotions of others.
- Apply emotional intelligence skills to improve work performance, leadership effectiveness, and cultivate positive, empathetic relationships.
- Understand the key aspects of socialisation, including effective communication, collaboration, empathy, and respect.
- Demonstrate effective teamwork skills, including collaboration, compromise, and understanding group dynamics.
- Apply socialisation skills to improve team performance and personal relationships.
- Implement practical strategies for enhancing socialisation skills and teamwork abilities.
- Reflect on real-life examples and case studies that demonstrate the application of these concepts and skills in various contexts.

LEARNING STRATEGY

The module includes practical exercises and case studies. Each unit includes short theoretical parts and practical activities. The trainers can decide to start by the theoretical parts or by the practical activities.

We suggest that participants signed up on the website for the bite-size and to look at the videos and documents on the website (before, during, or after the course)

PRE-REQUISITES

- Participants should have a good level of spoken and written language skills used for the course

Presentation of the training module 3

DURATION (maximum 10 hours)

- Welcome and start-up : 60 minutes
- UNIT 1 : Minimum 1h30 and Maximum 2h
- UNIT 2 : Minimum 1h30 and Maximum 2h
- UNIT 3 : Minimum 1h30 and Maximum 2h
- Conclusion : 30 minutes

Trainers can adapt the duration (depending on the number of trainees, time available, the profile of target group etc.) They can choose the activities they want to do or skip the whole Unit.

MATERIAL

POWERPOINT PRESENTATIONS:

- Introduction to the course
- Theoretical background



MATERIAL NEEDED:

- Pens and Notebooks: For participants to make notes during the session and activities.
- Markers and Flip Chart Paper: To record group discussions, brainstorming, or to visualise ideas during the session.
- Coloured Sticky Notes: For various interactive activities and idea generation.
- Timer or Stopwatch: To manage time during activities and breaks.

Presentation of the training module 3

PREPARATION (before the participants arrive in the room)

1. **Organise the room** (work space, feedback space). Check that the equipment is working (video projector, etc.).
2. **Review the activity:** Familiarise yourself thoroughly with the instructions and aim of the icebreaker. Ensure you understand the process and the objective, i.e., to introduce the concepts of positive psychology and emotional intelligence in a fun and interactive way.
3. **Plan the introduction:** Prepare a brief explanation about positive psychology and emotional intelligence to present before the activity begins. Highlight how these concepts emphasise recognizing and leveraging personal strengths, emotional self-awareness, and creating positive environments.
4. **Test the space:** Check the training room to ensure enough space for all participants to stand in a circle and move around. Remove any obstacles or rearrange furniture if needed.
5. **Prepare yourself:** Think about a positive characteristic or strength that you will share about yourself when you start the activity. This should be something related to emotional intelligence or personal well-being that can be an example for participants.
6. **Prepare debrief notes:** As the facilitator, you must guide the participants in a reflection discussion after the activity. Make notes on points you want to highlight, such as the diversity of strengths within the group, the significance of these strengths in enhancing emotional intelligence, and their contribution to personal well-being.
7. **Plan for contingencies:** Consider how you'll manage if there are more participants than expected or if the activity runs shorter or longer. Have a backup plan to fill in extra time or trim the activity.

Presentation of the training module 3

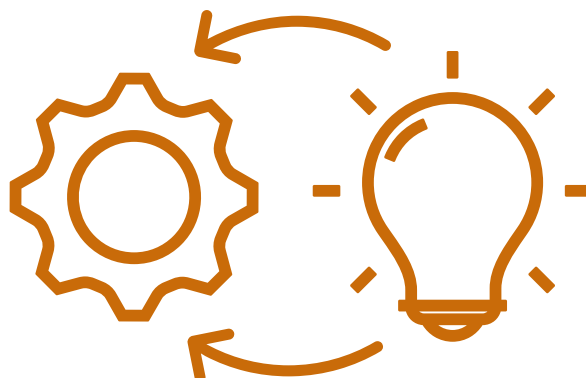
8. Remember that the documents and the slides should be completed, including the training date, training location, names of trainers, etc., before starting the training course. Don't forget to add this information to the PPT presentations too (in particular inside the mask of the PPTs). Any necessary additional information can also be included.

9. Regarding the course timetable, you can modify the time as you wish, starting or finishing earlier or later, according to your schedule.

10. Analyse the answers to the questionnaire M3 Assessment survey and take this into account when adapting your teaching

11. Analyse the answers to the questionnaire Trainees' Pre-training questionnaire and take this into account when adapting your teaching

Remember, the key is to create an environment where participants feel comfortable sharing and interacting with each other.



Course Outline / Teaching Scenario module 3

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Welcome and Start-up 20mn	Create a safe environment essential for learning Present the training module and the learning progression Agree on the rules for life within the group during the training course Show that the answers to the trainees' pre-training questionnaire have been taken into account	icebreaker activities introductory presentation discussion on group rules
Unit-1 Introduction & Activity 20mn	<ul style="list-style-type: none"> - Understand the basics of positive psychology and emotional intelligence - Introduce the concepts and their importance in personal and professional life - Engage in a short activity to understand the practical application of these concepts 	<ul style="list-style-type: none"> • PowerPoint presentation • video clips • short activity
Unit-1 - Theoretical background 20mn	<ul style="list-style-type: none"> - Deepen understanding of positive psychology and emotional intelligence concepts - Learn how to apply these concepts to personal and professional life 	<ul style="list-style-type: none"> • PowerPoint presentation • case study discussio
Unit 1 - Activity: Personal Values and Strengths Exploration Workshop 75mn	<ul style="list-style-type: none"> - Identify personal values and strengths - Understand their role in shaping behaviour and decisions 	<ul style="list-style-type: none"> • workshop • group discussion
Check Understanding of Unit 1 10min	<ul style="list-style-type: none"> - Evaluate understanding of positive psychology and emotional intelligence - Reflect on personal application 	<ul style="list-style-type: none"> • question and answer session quiz
Conclusion of Unit 1 5min	<ul style="list-style-type: none"> - Summarise key concepts from the unit - Reflect on personal growth and application of concepts 	<ul style="list-style-type: none"> • group discussion

Course Outline / Teaching Scenario module 3

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit 2 - Introduction and Short Activity 20min	- Understand the basics of temperament analysis and its role in interpersonal relationships - Discuss the importance of temperament in personal and professional life	PowerPoint presentation video clips
Unit 2 - Theoretical Background 20min	- Deepen understanding of temperament analysis - Learn how to apply this knowledge to improve interpersonal relationships	<ul style="list-style-type: none"> • PowerPoint presentation case study discussion
Unit 2 - Activity 1: The Emotional Intelligence Role-Play 60min	- Understand and apply the components of emotional intelligence - Gain practical experience in using emotional intelligence in real-life situations	<ul style="list-style-type: none"> • role-play group discussion
Unit 2 - Activity 2: Emotional Intelligence Case Study Analysis 45min	- Analyse real-life situations using emotional intelligence concepts - Develop problem-solving and decision-making skills	<ul style="list-style-type: none"> • case study analysis group discussion
Check Understanding of Unit 2 5min	- Evaluate understanding of temperament analysis - Reflect on personal application	<ul style="list-style-type: none"> • question and answer session quiz
Conclusion of Unit 2 5min	- Summarise key concepts from the unit - Reflect on personal growth and application of concepts	<ul style="list-style-type: none"> • group discussion

Course Outline / Teaching Scenario module 3

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit 3 - Introduction and Short Activity 20min	- Understand the importance of socialisation skills and teamwork - Discuss how these skills affect personal and professional life	PowerPoint presentation video clips
Unit 3 - Theoretical Background 20min	- Deepen understanding of socialisation skills and teamwork - Learn how to apply these skills to personal and professional life	<ul style="list-style-type: none"> • PowerPoint presentation case study discussion
Unit 3 - Activity 1: Team Scavenger Hunt 60min	- Improve communication and negotiation skills within a team - Develop a strategy and work collaboratively to execute it - Understand the importance of different roles within a team - Experience the challenges and rewards of teamwork	<ul style="list-style-type: none"> • scavenger hunt group discussion
Unit 3 - Activity 2: Role-Play on Conflict Resolution 60min	- Understand and apply strategies for conflict resolution in a team setting - Gain practical experience in resolving conflicts in real-life situations	<ul style="list-style-type: none"> • role-play group discussion
Check Understanding of Unit 3 5min	- Evaluate understanding of socialisation skills and teamwork - Reflect on personal application	<ul style="list-style-type: none"> • question and answer session, quiz
Conclusion of Unit 3 5min	- Summarise key concepts from the unit - Reflect on personal growth and application of concepts	<ul style="list-style-type: none"> • group discussion
Conclusion of the Module 10min	- Summarise the key concepts from all units - Reflect on personal growth and application of concepts throughout the module - Discuss the overarching themes and takeaways - Revisit the objectives of the module and assess if they have been achieved	<ul style="list-style-type: none"> • group discussion

Welcome and start-up of Module 3

The duration and the content of the introduction can be different if the learners are following 1 or the totality of the modules of the project. This introduction below is an example of the minimum that must be done, in the case where the learner is following only this module 2. It will create a safe environment.

OBJECTIVES OF THE START-UP :

- Create a safe environment essential for learning
- Present the training module and the the learning progression
- Agree on the rules for life within the group during the training course
- Show that the answers to the Trainees' pre-training questionnaire have been taken into account

DURATION :

30 to 60 minutes max (depending on the number of participants, on if participants know each other or not, if it is the first module or not...)

START-UP : STEP BY STEP



Optional: Play some pleasant background music while the participants are arriving and finding their places.

1. (20 to 30 min) Introduction to the module - get to know each other

- (5 to 10 min) Introduce yourself (and possibly your organisation).
- (5 to 20 min) The introduction allows participants to get to know each other
- (10 min) Explain briefly how the training project began and the partnership with ERASMUS+ Partners

Welcome and start-up of Module 3

Key Message :

“Welcome to the Character Development Handbook! In this program, we aim to provide adult trainers with the tools they need to motivate and upskill learners (adults, including NEETs) to increase their employability.

Through this program, trainers will gain a better understanding of GRIT and Growth mindset and be able to apply this knowledge and use this program as a tool to motivate and support adults in their training courses. Additionally, the program focuses on teaching learners (with the guidance of trainers) the importance of GRIT and a Growth mindset and ways to approach these topics. By learning the importance of GRIT and a Growth mindset, learners of this program will gain the skills and knowledge necessary to stay motivated and focused on their goals. They will also learn to be resilient and persistent in the face of adversity and to better understand themselves and their place in the world.

Remember :

The handbook consists of 6 modules:

1. GRIT and Growth mindset,
2. How to boost employability with soft skills,
3. Basics of positive psychology and emotional intelligence,
4. Self-awareness and understanding the different facets of self-concept,
5. Resilience & persistence,
6. Active Citizenship & European values.



Each module contains various Units that address different topics within the module's subject. Besides, each Unit provides a base for theory on the topic of the Unit and a description of activities that can be implemented with the guidance of the trainer.

Welcome and start-up of Module 3

What is this GRIT?

One might ask. Well, GRIT is a combination of passion and perseverance, and the Growth mindset is the belief that one's skills and abilities can be improved through effort and dedication. If you want to learn more, go ahead and read on!

Best of luck on your GRIT journey!" 

2. (15 min) - Clarification of the course objectives and presentation of the course plan

Present the module objectives and timetable; making any necessary clarifications in relation to the expectations expressed during the preceding activity.

It is also important to quickly feedback the group's answers to the "Trainees' Pre-training questionnaire" and to the "M3 Assessment survey"

3. (15 min) - Clarification of the course rules

Remind the participants of the training schedule and that the training is conducted in English/local language, but that they should not hesitate to ask for further explanations or translations if they do not fully understand something.

4. (15-30min) Icebreaker "The Positivity Web"

Here's a fun and interactive icebreaker titled "The Positivity Web". This activity requires no specific materials, promotes group interaction, and introduces the concept of positive psychology and emotional intelligence.

Instructions:

1. **Step One:** Group Gathering (1 min)

Ask participants to stand in a circle facing inwards.

Welcome and start-up of Module 3

1. Step Two: The Compliment Toss (10-15 mins)

- The facilitator starts with a ball (imaginary if there isn't a real one), introduces themselves, and then shares a positive characteristic or strength they believe they possess. This should enhance their emotional intelligence or contribute to their well-being. For example, "I'm John, and I think one of my strengths is that I'm a good listener."
- The facilitator then "tosses" the ball to another participant. The participant who "receives" the ball introduces themselves, shares a positive characteristic or strength they believe they possess, and then "tosses" the ball to another person. This continues until everyone in the circle has introduced themselves and shared.

2. Step Three: Positivity Reflection (3-4 mins)

- After the last person has shared their positive characteristic, ask the group to reflect on the shared characteristics or strengths. Facilitate a short discussion on how these strengths contribute to emotional intelligence and personal well-being.

Debrief: Highlight how everyone possesses unique strengths and that recognizing them is a key aspect of positive psychology and emotional intelligence.

Learning Points: This activity allows participants to share something positive about themselves, creating a positive environment. It also introduces the concept of recognizing and leveraging personal strengths, which is an essential aspect of positive psychology and emotional intelligence. It also promotes active listening, a critical component of emotional intelligence.

Unit 1 : Harnessing Happiness - The fundamentals of Positive Psychology

OBJECTIVES:

- The aim of Unit 1 is to introduce learners to the fundamentals of positive psychology.
- Understanding its significance in personal and professional life.
- Comprehending its role in enhancing happiness and well-being.
- The unit encourages participants to explore their values and strengths.
- Learners must comprehend how these values and strengths impact their behaviours, decision-making, and relationships.
- The learners will be encouraged to leverage their strengths to enhance their well-being.
- They will also be encouraged to contribute positively in a teamwork scenario using their unique strengths.



DURATION of Unit 1:

1h30 to 2h (depending on the number of participants)



1. Unit Introduction :

This unit will delve into the fascinating realm of positive psychology and its critical role in shaping a fulfilling life. It's essential to convey to your learners that their well-being and happiness are within their control. Success in life is not solely determined by external factors but also by cultivating positive emotions and attitudes. We encourage you to guide your learners in self-reflection, asking this question: "How can I harness the power of positive psychology to enhance my life and the lives of others?" As trainers, we aim to empower learners to take charge of their well-being and embark on a journey toward a happier and more fulfilling life

2. Activity-1 (15 min): Cultivating Positive Emotion: A Trainer's Approach

The learning outcomes of this activity are to:

- Understand the importance of cultivating positive emotions.
- Learners will comprehend how these emotions contribute to overall well-being.
- They will explore strategies to foster positive emotions in their daily lives, such as gratitude, serenity, joy, and interest.
- By the end of this activity, learners will gain practical skills to cultivate these emotions intentionally.
- The ultimate goal is to enhance their emotional well-being.

Instructions given to learners:

- Reflect on a time when you experienced each of the following emotions: gratitude, serenity, joy, and interest. Write down these experiences.
- Discuss in pairs or small groups what these experiences were like, how they made you feel, and what impact they had on your overall mood and well-being.
- Now, think about ways you could intentionally cultivate these emotions in your daily life. This could be through practices like keeping a gratitude journal, finding time for quiet reflection or meditation, engaging in activities that bring you joy, or exploring new interests.
- Share your strategies with the group and discuss how you might implement them in your daily life.
- In the following days or weeks, try implementing these strategies and notice any changes in your emotions or overall mood.

3. Theoretical background (20min)

I. Introduction to Positive Psychology:

Welcome to the inspiring realm of Positive Psychology! As trainers, we can explore a field beyond the pursuit of constant happiness or the denial of life's challenges. Positive Psychology is about understanding the intricate elements contributing to a fulfilling and well-rounded life. It's a scientific journey that uncovers what brings joy and meaning and how to nurture these elements to create a satisfying life.

Positive Psychology offers many tools that empower us to create enriching life experiences. In our role as adult trainers, we can:

A. Amplify Positive Emotions: Positive emotions like joy, love, and gratitude are delightful states of being and expand our awareness, broaden perspectives, and enhance resilience in the face of adversity.

B. Engage Fully with Life: We'll explore the concept of "flow," those captivating moments when time seems to stand still as we become fully absorbed in an activity. We aim to help our adult learners seek more engaging experiences.

C. Foster Healthy Relationships: Human connections are essential, and Positive Psychology teaches us to cultivate strong, meaningful relationships that fuel happiness and overall well-being.

D. Identify and Leverage Strengths: Every individual possesses unique strengths. Our role as trainers is to help our adult learners recognize and effectively use their strengths, resulting in improved performance and greater life satisfaction.

E. Cultivate a Sense of Meaning: Finding meaning and purpose in our actions is pivotal to our overall well-being. We'll explore how to guide our adult learners in discovering and nurturing a sense of purpose in their lives.

Consider a moment in your life when you felt genuinely grateful, perhaps when a friend offered support during a challenging time or when you experienced the awe-inspiring beauty of a sunset after a long, tiring day. That gratitude uplifted you and positively impacted your overall well-being and resilience. Positive Psychology provides invaluable insights that can elevate our everyday living, and as trainers, we can share these insights with our adult learners. Together, we will delve deeper into the concepts, exercises, and strategies that empower us to harness happiness and create positive transformations in the lives of our learners.

II. Fundamental Concepts of Positive Psychology

Now, let's explore the foundational concepts of Positive Psychology:

A. Positive Emotions: Positive emotions are the cornerstone of Positive Psychology and significantly impact well-being. Let's delve into these emotions:

1. **Joy:** Joy is a spontaneous burst of happiness, often triggered by an external event or personal achievement. It allows us to momentarily transcend worries and fully immerse ourselves in the present moment, rejuvenating our minds and energizing our bodies.
2. **Gratitude:** Gratitude involves recognizing and appreciating the goodness in our lives. Regular gratitude practice has been shown to increase happiness and decrease depressive symptoms.
3. **Serenity:** Serenity represents calm and untroubled, offering peace, tranquillity, and the ability to gain perspective and balance amidst life's hustle and bustle.

Positive emotions, though transient, have a lasting impact on happiness and well-being. They broaden thinking, foster resilience, and help build enduring personal resources.

B. Relationships: Positive relationships are the social foundation of our lives and profoundly affect our happiness. As trainers, we'll explore strategies to nurture these bonds:

1. **Empathy:** Developing the ability to understand and share the feelings of others strengthens our connections and promotes supportive and caring relationships.
2. **Effective Communication:** Clear and compassionate communication is essential for successful relationships, fostering understanding and building trust.
3. **Conflict Resolution:** Constructive conflict management is crucial for healthy relationships. We'll guide our adult learners in developing skills to navigate disagreements respectfully and find mutually beneficial resolutions.

The quality of our relationships directly impacts our well-being. We find support, shared joy, and a sense of belonging through positive relationships.

C. Meaning and Purpose: Discovering meaning and purpose in life transcends transient happiness and involves:

1. **Living Authentically:** Encouraging our adult learners to live in alignment with their true selves and core values can foster a sense of fulfillment and purpose.
2. **Contributing to a Cause Greater Than Self:** Engaging in activities beyond personal interests can provide a deeper, enduring form of happiness.
3. **Leveraging Strengths:** Utilizing our unique strengths to contribute positively to our environment can instill a profound sense of satisfaction.

A sense of meaning and purpose can buffer against life's challenges, boost resilience, and contribute to long-term happiness.

These fundamental concepts of Positive Psychology intertwine and interact to create a dynamic and comprehensive approach to enhancing happiness and overall well-being.

III. Benefits of Positive Psychology

Now, let's explore the benefits of Positive Psychology:

A. Physical and Mental Health: The focus of Positive Psychology on happiness and well-being has wide-ranging implications for both physical and mental health:

1. **Physical Health:** Research suggests that happier people enjoy better health, experience fewer illnesses, boast stronger immune systems, and even live longer.
2. **Mental Well-being:** Positive Psychology interventions can help prevent and manage mental health disorders like depression and anxiety, fostering a growth mindset, enhancing self-esteem, and improving quality of life.

B. Resilience: Positive Psychology plays a significant role in fostering resilience, our ability to bounce back from adversity:

1. **Building Mental Strength:** Resilience equips us to handle stress, overcome obstacles, and adapt to change, enhancing our mental strength.
2. **Fostering Optimism:** Maintaining a positive outlook, even in challenging times, is crucial for dealing with adversity and emerging stronger.
3. **Cultivating Gratitude:** Practicing gratitude shifts our focus from the negative to the positive, aiding in coping more effectively with life's challenges.

Resilience is a critical life skill that enables us to navigate difficult situations and maintain our mental well-being.

In essence, the benefits of Positive Psychology extend beyond just feeling good. As trainers, we have tools to improve our health, build resilience, and lead more fulfilling lives. More importantly, we can guide our adult learners on this transformative journey towards enhanced happiness and overall well-being.

Understanding Positive Psychology and the benefits it offers is a crucial foundation for your journey to enhance well-being. Recognizing the significance of these concepts and their potential to create positive transformations will motivate you to actively incorporate them into your training and empower your adult learners to embark on a journey towards a happier and more fulfilling life.

3. Theoretical background (20min)

The learning outcome of the following theoretical part is:

- Following the theoretical part, learners should clearly understand the concept of positive psychology.
- They will understand the importance of: Positive emotions, Relationships, Engagement, Meaning & Accomplishment (all encapsulated in the PERMA model) in promoting well-being.
- Learners will be aware of different strategies to cultivate these elements daily.
- The ultimate aim is to improve their happiness and overall mental health

Instructions given to learners during the theoretical step:

- Listen carefully to the presentation on positive psychology.
- Take notes on key concepts and strategies related to the cultivation of positive emotions, relationships, engagement, meaning, and accomplishment.
- Feel free to ask questions or request clarifications on any aspect of the theoretical content.
- Think about how you might apply the strategies discussed to your own life to enhance your well-being.

Tips for theoretical step

- Try to relate the theoretical concepts to your own experiences to help you better understand and remember them.
- Take notes in a way that makes sense to you. You might find it helpful to use diagrams or mind maps, for example.
- Don't be afraid to ask questions if something is unclear. The theoretical content forms the foundation for the practical activities, so it's important that you understand it fully.
- Consider discussing the content with your peers after the session to reinforce your understanding and gain different perspectives.

4. Activities (1h30 - 2h): Personal Values and Strengths Exploration Workshop

The learning outcome of these exercises are:

- Learners will be able to identify their values and strengths.
- Learners will understand how these values and strengths influence their:
 1. Behaviours
 2. Decision-making
 3. Relationships
- Learners will gain insights into how leveraging their strengths can:
 4. Enhance their happiness
 5. Improve their overall well-being.

Instructions given to learners during the activities step

- Participate in the Personal Values and Strengths Exploration Workshop. This includes individual reflection and group discussion.
- During the activity, reflect on your personal values and strengths. Think about what these say about you as an individual.
- Share your values and strengths with the group. Listen to others' perspectives and experiences as well.
- Reflect on how you can leverage your values and strengths to enhance your well-being and happiness in your daily life.

Tips for the activities step

- Be honest and open during the activity. The more honest you are about your values and strengths, the more benefit you will get from the activity.
- Respect the contributions of others in the group. Everyone's values and strengths are different, and that's okay.
- Try to apply the insights you gain from this activity to your daily life. Consider how you can use your strengths more often and live more in line with your values.
- Keep a record of your reflections from this activity. You might find it helpful to refer back to them later.

5. Check the understanding of unit (20 min)

Description of the guided reflection and self-check questions: Ask learners to reflect on this unit and assess their knowledge. These questions are designed to engage learners and gauge their understanding.

Suggested questions:

- What is employability, and how does it go beyond technical skills?
- Why are soft skills increasingly important in today's job market?
- Can you name and explain a few soft skills?
- How do soft skills complement technical expertise in the workplace?

6. Conclusion of the unit (5 min)

The key message for trainers to convey to their learners is that employability is not solely about technical skills but also encompasses developing essential soft skills. Soft skills like communication, teamwork, adaptability, and problem-solving are essential in today's competitive job market. They complement technical expertise, enable effective collaboration, and enhance individuals' ability to thrive in diverse work environments. By cultivating these soft skills, individuals can increase their employability, seize new opportunities, and improve their socio-economic situation, positioning themselves as valuable assets in the job market and empowering their personal and professional growth. Trainers should encourage learners to ask any questions about the unit.

Unit 2 : Empathy & Emotions - Building Emotional Intelligence



OBJECTIVES:

Unit 2 focuses on enhancing learners' understanding of Emotional Intelligence (EQ) and its key components. The aim is to highlight the role of EQ in managing personal and professional relationships, with an emphasis on the importance of empathy. Learners will be equipped with practical strategies to develop and improve their EQ skills.

DURATION of Unit 2:

2h to 2h30 (depending on the number of participants)



1. Unit Introduction:

This unit will explore the intriguing world of Emotional Intelligence (EQ) and its pivotal role in personal and professional development. It's crucial to convey to your learners that understanding and managing emotions can be a profound tool for growth. Success is not solely determined by technical skills but also by one's ability to navigate the emotional landscape. We encourage you to guide your learners in self-reflection, asking this question: "How can I harness Emotional Intelligence to enhance my personal and professional life?" As trainers, we aim to empower learners to take charge of their emotions and embark on a journey toward greater success and well-being.

2. Activity-1 to introduce the unit 2 (15min): empathy and Emotions: Building Emotional Intelligence

The learning outcomes of this activity are:

- Learners will develop increased self-awareness of their emotional responses.
- Learners will gain practical insights to manage and respond more effectively to emotions in various situations.
- This activity will serve as a step towards enhancing learners' Emotional Intelligence, which is pivotal for:
 - Successful personal interactions
 - Effective professional interactions.

Instructions given to learners

You are asked to recall and reflect on a situation from the past week where you had a strong emotional reaction. Write down the situation, the emotions you felt, your reactions, and reflect on how you could have managed your emotions better. Remember, the goal is not to suppress your emotions but to understand and navigate them in a more constructive manner. This exercise, called "The Emotion Response Journal", will help increase your self-awareness and equip you with the skills to manage your emotional responses more effectively.

3. Theoretical background (20min)

Now, let's explore how EQ affects our professional lives, particularly work performance and leadership:

Enhanced Work Performance:

- **Better Decision Making:** High EQ individuals understand their emotions, making them adept at preventing emotions from clouding judgment and decision-making. They also handle stress better, reducing impulsive decisions.
- **Improved Communication:** EQ includes strong social skills, leading to effective communication that prevents misunderstandings and fosters positive workplace relationships.
- **Increased Motivation:** Intrinsic motivation, a part of EQ, drives individuals to excel, enhancing overall work performance. High EQ individuals remain self-motivated and work consistently towards goals despite obstacles.

Leadership Effectiveness:

- **Empathetic Leadership:** High EQ leaders tend to be more empathetic, understanding their team members' perspectives, building trust, and creating a supportive work environment.
- **Conflict Resolution:** Emotionally intelligent leaders excel at managing and resolving conflicts, fostering a harmonious work environment.
- **Team Development:** Leaders with high EQ recognize their team members' strengths and weaknesses, allowing effective role assignment and professional development.

In adult education, trainers are leaders. Your EQ impacts your teaching effectiveness and shapes your trainees' learning experience. Understanding their emotions and responding empathetically fosters a supportive learning environment. Strong social skills facilitate effective communication, leading to better understanding and engagement.

Research consistently underscores EQ's importance in the workplace. For example, TalentSmart found that EQ is the strongest predictor of success, accounting for 58% of job performance. Additionally, 90% of top performers were found to have high EQ.

4. Improving Emotional Intelligence

EQ isn't fixed; it can be developed. Here are strategies for trainers and trainees to cultivate EQ:

- **Practice Mindfulness:** Staying present and engaged enhances self-awareness and emotion regulation. Trainers can introduce mindfulness exercises to trainees to enhance focus.
- **Embrace Reflective Journaling:** Journaling aids self-awareness. Trainees can use it to understand their learning journey and reactions.
- **Develop Active Listening Skills:** Active listening fosters empathy. Trainers can incorporate exercises promoting attentive listening.
- **Engage in Empathy Exercises:** Role-playing helps develop empathy. Trainers can utilize these exercises to enhance their empathy.
- **Seek Feedback and Reflect:** Regular feedback provides insights into emotional responses. Trainers can encourage a feedback culture among trainees.

Improving EQ is a journey of self-discovery, learning, and growth. Trainers can embark on this journey and guide trainees, enhancing their effectiveness and providing lifelong skills.

Understanding EQ's impact on work and leadership and the strategies to improve it equips trainers and trainees for success in personal and professional life.

The learning outcome of the following theoretical part is:

- Learners will acquire a foundational understanding of Emotional Intelligence.
- They will understand the key components of Emotional Intelligence:
 1. Self-awareness
 2. Self-regulation
 3. Motivation
 4. Empathy
 5. Social skills
- They will understand the impact of Emotional Intelligence on:
 6. Personal life
 7. Professional life
- They will comprehend the role of Emotional Intelligence in managing stress.
- They will learn ways to improve Emotional Intelligence.

Instructions given to learners during the theoretical step:

We will explore the concept of Emotional Intelligence, its significance, and its components. Pay attention to the details, examples, and anecdotes used to explain the concepts. Consider how these concepts apply to your personal experiences. Take notes if necessary, as this will assist in retaining and applying the information.

Tips for theoretical step

- Actively participate in the session - Listen, ask questions, and share your insights when prompted.
- Relate the theory to your experiences - This will enhance your understanding and retention of the concepts.
- Review and reflect - After the session, review the notes and materials provided. Reflect on how the learned concepts can be applied in your everyday life.
- Stay open-minded - Even if some concepts or ideas seem foreign or challenging, keep an open mind. Emotional Intelligence is a journey that takes time and practice.

4. Activities #2 (1h30-2h): The Emotional Intelligence Role-Play

The learning outcomes are:

- Participants will understand how the components of Emotional Intelligence operate in real-world scenarios.
- They will gain practical experience in applying Emotional Intelligence skills.
- They will receive feedback on their Emotional Intelligence competency.

Instructions given to learners during the activities step

Each participant will partake in a role-play scenario involving Emotional Intelligence. You'll need to prepare, execute the role-play, and engage in a reflective discussion afterward. Be as authentic as possible during the role-play and openly share your reflections during the discussion.

Tips for the activities step

1. Engage fully: The more realistic the role-play, the better the learning experience.
2. Keep an open mind: Be ready to accept feedback and constructive criticism from your peers.
3. Reflect: After each role-play scenario, take some time to think about what you did well and what you could improve.

4. Activities #3 (1h30-2h): Emotional Intelligence Case Study Analysis

The learning outcomes are:

- Participants will be able to analyse real-life applications of Emotional Intelligence.
- They will identify the usage of Emotional Intelligence components in different situations.
- They will discuss the impact of Emotional Intelligence on outcomes.

Instructions given to learners during the activities step

You will read and analyse a case study focusing on Emotional Intelligence application. Your analysis should identify which Emotional Intelligence components were used and how they affected the outcome. Share your analysis and engage in discussions.

Tips for the activities step

1. Analyse thoroughly: Take your time to understand the case study and recognize the Emotional Intelligence components involved.
2. Collaborate: Share your thoughts and listen to others during the discussion. It will provide a broader perspective.
3. Reflect: Reflect on how the insights from the case study can be applied in your personal or professional situations.

5. Check the understanding of unit (90 min)

In this brief assessment, you'll gauge your learners' comprehension of Unit 2: "Empathy and Emotions: Building Emotional Intelligence." Keep it concise with these questions:

Understanding Emotional Intelligence (EQ):

- Ask learners to define Emotional Intelligence (EQ) in their own words.
- Encourage them to explain why EQ is essential in personal and professional contexts.

Exploring the Components of EQ:

- Inquire if learners can identify and describe the five key components of EQ proposed by Daniel Goleman: self-awareness, self-regulation, motivation, empathy, and social skills.
- Request specific examples or scenarios where each component might be applied daily.

EQ's Impact on Work Performance:

- Have learners articulate how EQ can enhance work performance and leadership effectiveness.
- Ask for real-life examples from their experiences or observations.

Strategies for Improving EQ:

- Assess if learners have gathered strategies and techniques for developing EQ.
- Inquire if they feel confident in their ability to teach these strategies to others.

Ensure that learners understand that there are no right or wrong answers, and this assessment is designed to help them consolidate their knowledge and prepare for sharing these concepts effectively with others.

6. Conclusion of the unit (5 min)

Wrap up the session with a concise summary of the trainers' role in guiding learners towards greater emotional intelligence. Reiterate that the journey towards enhanced emotional intelligence is an ongoing process that requires practice, self-reflection, and patience.

Encourage trainers to continue integrating the strategies they've learned here into their training sessions and interactions with learners. Remind them that as trainers, they are now better equipped to help others improve their emotional intelligence, employability, and interpersonal relationships.

Unit 3: Social Savvy & Synergy - Socialisation Skills & Teamwork



OBJECTIVES:

- To equip participants with a clear understanding of the importance of socialisation skills in both personal and professional contexts.
- To guide participants in recognizing the components of effective teamwork, including communication, collaboration, empathy, and respect.
- To provide opportunities for participants to practice and refine their socialisation skills through interactive activities and role-play scenarios.
- To discuss the effects of socialisation skills on team dynamics and team performance.
- To reflect on individual socialisation skills and identify areas for improvement and growth.

DURATION of Unit 3:

2h to 2h30 (depending on the number of participants)



1. Unit Introduction:

This unit will delve into the essential concepts of effective communication, collaboration, and teamwork, highlighting their critical role in personal and professional development. It's vital to convey to your learners that success often hinges on their ability to work with others. Building strong interpersonal relationships and teamwork skills are essential for career growth. We encourage you to guide your learners in self-reflection, asking this question: "How can I enhance my social skills and teamwork abilities to create opportunities for success?" As trainers, we aim to empower learners to take charge of their interpersonal skills and embark on a journey toward a more collaborative and successful future.

2. Activity-1 (15min): Building the Foundation: **Understanding Your Social Strengths and Weaknesses**

The learning outcome of this activity is:

- Participants will gain enhanced self-awareness regarding their social capabilities through self-reflection and group discussion.
- They will identify their strengths and areas for improvement in socialisation.
- They will understand the importance of developing socialisation skills and teamwork abilities for effective adult training.

Instructions given to learners:

- Think about your social interactions within various contexts like training sessions, personal life, or professional settings. Reflect on instances where you felt socially adept and situations where you faced challenges.
- Write down at least three strengths you believe you possess in social situations, and three areas where you think you need improvement. This could include communication skills, empathy, teamwork, negotiation, conflict resolution, etc.

Once you have reflected and written down your thoughts, we'll engage in a group discussion where you will share your reflections. This will help you understand others' perspectives and learn from their experiences

3. Theoretical Background (30min)

1. "Understanding Socialisation Skills"

Socialisation skills are crucial for adult trainers, impacting personal and professional spheres. Four key aspects of socialisation skills include:

- **Communication:** Effective communication is foundational, encouraging dialogue, discussion, and active participation in learning.
- **Empathy:** Understanding and validating unique experiences and emotions in adult learners creates a conducive learning environment.
- **Respect:** Valuing diversity of experiences and thoughts fosters mutual recognition and courtesy among learners.
- **Adaptability:** Tailoring training methods to adult learners' unique needs, pace, and learning styles enhances engagement.

Mastering these skills significantly improves trainers' effectiveness and enriches the learning experience.

2. "The Power of Teamwork"

Teamwork is essential for success, both personally and professionally. Understanding its mechanics equips adult trainers to foster collaborative learning environments. Key points:

- **Importance of Teamwork:** Amplifies individual strengths, encourages problem-solving and prepares trainees for team-oriented settings.
- **Key Concepts:** Collaboration, compromise, and understanding group dynamics are vital elements.

Understanding teamwork enhances trainers' effectiveness and trainees' preparedness for real-world teamwork.

3. "Linking Socialisation Skills and Teamwork"

Socialisation skills and teamwork are interconnected. They are essential for effective collaboration and communication in training and professional settings. Key points:

- **Role of Socialisation Skills in Teamwork:** Effective socialisation skills are essential for successful teamwork. Communication, empathy, respect, and adaptability play crucial roles.
- **Impact on Performance and Relationships:** Teams with good socialisation skills perform better and enhance personal relationships.

Understanding this relationship helps trainers create effective learning environments and prepare trainees for real-world teams.

4. "Enhancing Your Socialisation Skills and Teamwork Abilities"

Trainers should equip trainees with practical strategies to improve socialisation skills and teamwork abilities. Strategies include active listening, non-verbal communication, empathetic responses, clear roles, conflict management, and constructive feedback.

These skills empower trainees to become better communicators, collaborators, and team players, enhancing their professional success and well-being.

5. "Real-life Examples and Case Studies"

Illustrating theoretical knowledge with real-life examples and case studies contextualises the application of socialisation skills and teamwork.

Trainers can share relevant examples and case studies, encouraging discussion and reflection among trainees.

Through these real-life examples and case studies, trainees gain practical and relatable insights into socialisation skills and teamwork, bridging the gap between theory and practice.

This condensed version provides an overview of the key concepts while maintaining the essential information from the original content.

The learning outcomes of the following theoretical part are to:

- Learners will understand the importance and benefits of effective socialisation skills and teamwork in a professional setting.
- They will grasp the various components that contribute to successful teamwork, including communication, collaboration, and conflict resolution.
- They will become aware of the role and impact of socialisation skills in building strong, effective teams and achieving collective goals.

Instructions given to learners during the theoretical step

- Carefully read and review the materials provided on socialisation skills and teamwork. Pay close attention to the concepts of effective communication, collaboration, and conflict resolution as these are crucial to building successful teams.
- Reflect on your own experiences within teams - consider the strengths, weaknesses, opportunities, and challenges you faced.
- Note down any questions or doubts you may have. These can be addressed during the discussion or Q&A session.

Tips for theoretical step

- Relating the concepts to your own experiences can help make the information more digestible and memorable. Think about previous situations where you've worked in a team. What worked well? What didn't? How can you apply what you're learning now to improve future teamwork experiences?
- Engaging with the material actively, such as taking notes or summarising information in your own words, can enhance your understanding and retention of the information.
- Don't hesitate to ask questions or seek clarifications if you're unsure about any concepts. Remember, the aim is not just to go through the material, but to understand and be able to apply it.

4. Activity #2 (1h30-2h): Team Scavenger Hunt

The learning outcome of these activity:

- Learners will enhance their communication, negotiation, and strategic planning skills within a team context.
- They will understand the significance of various roles within a team.
- They will experience firsthand the challenges and rewards of effective teamwork.

Instructions given to learners during the activities step

- Form teams of 4-5 people.
- You will receive a list of tasks or items you need to find or complete within a set timeframe. Be sure to understand the rules and ask for clarifications if needed.
- Strategise and work together to accomplish the tasks within the given time limit.
- Participate in the debrief session, sharing your strategies, experiences, challenges, and learnings.
- Think critically, gather and evaluate information, and make sound decisions.

Tips for the activities step

- Use everyone's strengths: Each team member will have unique strengths. Acknowledge these and make sure everyone feels valued and has a role in the team.
- Communicate effectively: Make sure all team members understand the plan and their roles in it. Regular check-ins can help ensure everyone is on the same page.
- Be open to different strategies: Sometimes, the first plan doesn't work. Be ready to adapt and try new strategies if needed.

4. Activity #3 Role-Play on Conflict Resolution

The learning outcome of these activity:

- Learners will develop crucial skills for conflict resolution, including empathetic understanding, effective communication, and the ability to compromise.
- They will gain insights into handling tense situations constructively within a teamwork context.

Instructions given to learners during the activities step

- Pair up with a fellow participant.
- You will be provided with a pre-determined conflict scenario. Understand your roles and the issue at hand.
- Engage in role-play, taking turns to express your viewpoints and working towards a resolution.
- Participate in the group discussion session, sharing your experience and learning from others.

Tips for the activities step

- Stay in character: Try to genuinely understand and express your assigned character's viewpoint. This is a safe space to explore the scenario.
- Listen actively: When your partner is expressing their viewpoint, listen carefully. Understanding their perspective is key to resolving the conflict.
- Be open to feedback: This activity is a learning experience. Be open to feedback from your partner and fellow participants.

5. Check the understanding of the Unit (90min)

In this session, you'll assess your learners' comprehension of Unit 3: "Social Savvy and Synergy: Socialisation Skills and Teamwork." Keep it focused and interactive with these questions:

Key Concepts Check:

- Ask your trainees to summarise the key socialisation skills covered in the unit and explain why they are vital in personal and professional life.
- Encourage them to discuss the importance of teamwork and how socialisation skills significantly impact its effectiveness.

Personal Reflection:

- Invite your trainees to reflect on their socialisation skills and teamwork abilities.
- Encourage them to identify their strengths and areas where they believe improvement is needed.

Practical Application:

- Request trainees share how they intend to apply what they've learned in their everyday interactions and professional settings.
- Encourage them to discuss specific scenarios where they plan to implement their newly acquired skills.

Activity Feedback:

- Open the floor for feedback on the exercises conducted during the unit.
- Ask your trainees if they found the activities beneficial and inquire about which activity they found most effective and why.

Case Study Discussion:

- Engage your trainees in discussing the real-life examples and case studies shared during the session.
- Encourage them to connect the learnings from these examples with their personal or professional experiences.

These questions are designed to promote active reflection and reinforce the understanding of the unit's content. As a trainer, this session will also provide valuable insights into your teaching methods' effectiveness, the materials' relevance, and areas that may require further emphasis or clarification.

6. Conclusion of the Unit (5min)

Conclude the session by summarising the key takeaways from Unit 3: "Social Savvy and Synergy: Socialisation Skills and Teamwork." Remind your trainees of these skills' importance in personal and professional life. Please encourage them to continue applying and honing their socialisation and teamwork abilities.

Reiterate the value of the reflective assessment and discussion in helping trainees internalise and apply the knowledge gained. Emphasise that these skills are essential for personal growth and fostering positive interactions and effective collaboration with others in various settings.

Course evaluation and conclusion



Participants look back at the ground that has been covered during the course and prepare how they will apply what they have learned. Participants give feedback about the course and make recommendations for ways of improving it.

OBJECTIVES :

By the end of module 3, the trainers will remind the trainees the module objectives and check their achievement for everyone.

DURATION :

30mn (depending on the number of participants)

STEP BY STEP:

1. Written course evaluation (15min)

Hand out the course evaluation forms:

- Activity post-assessment (skills) for learners
- Satisfaction

Ask participants to fill in their forms. Ask them to give full answers as much as possible and to write clearly in the language chosen for the training.

Point out that the continual improvement of quality applies to training

Course evaluation and conclusion



2. Oral Feedback with post-it notes (60mn)

This activity encourages participants to share their thoughts about the course collaboratively and constructively.

Step 1: Preparation Before starting, ensure each participant has a pad of sticky notes and a pen. Create several large poster-sized categories on the walls around the room. You might consider labels such as "What I Loved," "What I Learned," "What Could Be Improved," and "Action Steps."

Step 2: Individual Reflection (10 min) Ask participants to take a few minutes to reflect on the course. They should write their thoughts on separate sticky notes, one idea per note. They should think about what they enjoyed, what they learned, what they feel could have been better, and how they will apply what they've learned in their personal or professional life.

Step 3: Sharing (20 min) Invite participants to the posters and stick their notes in the relevant categories. Once everyone has finished, ask volunteers to share their thoughts. Reminding participants that all feedback is valuable and should be delivered respectfully is important.

Step 4: Group Discussion (20 min) After everyone has shared, open the floor for a general discussion. Ask if anyone was surprised by the feedback, if there were any recurring themes, or if anyone has additional thoughts inspired by what others shared.

Step 5: Conclusion (10 min) To conclude: Highlight the key takeaways from the feedback. Ensure everyone understands the importance of the feedback process in continual learning and improvement. Express your appreciation for everyone's participation and constructive feedback. Reiterate the importance of applying the learned skills and knowledge to their life.

Note: Always encourage honest and constructive feedback. It helps you to improve future sessions and tailors the course to better meet the participants' needs.

GENERAL INFORMATION

This Trainer's Handbook includes all the information and documents that you will need to run the course : "GRIT and Growth mindset"

The handbook consists of 6 modules :

Module 1 : GRIT and Growth mindset

Module 2 : How to boost employability with soft skills

Module 3 : Basics of positive psychology and emotional intelligence

Module 4 : Self awareness and the different facets of self concept

Module 5 : Resilience and persistence

Module 6 : Active Citizenship and European values

These modules can be delivered in full or in part to a group of trainees. Each module covers several soft skills and you can choose the module according to the real needs of your trainees.

Module	Soft skills
Module 1 : GRIT and Growth mindset	Self capacity building - Self discipline skills - Stress management - Self confidence - Self motivation resilience
Module 2 : How to boost employability with soft skills	Creativity - Critical thinking - Innovating thinking
Module 3 : Basics of positive psychology and emotional intelligence	Positive psychology - Emotional intelligence - Socialisation skills - Team work
Module 4 : Self awareness and the different facets of self concept	Self concept - Social comparison - Self motivation - Introspection concept
Module 5 : Resilience and persistence	Prioritising work/life balance - Goal setting - Decision making - Stress management
Module 6 : Active Citizenship and European values	Active citizenship & European values - Assertiveness - Cross-cultural communication

Module 4 Self awareness and the different facets of self concept : Presentation

This GUIDE content, for one module

- Presentation, preparation, material
- The teaching scenario or summary sequence
- Step-by-step description of each part of the module
 - Welcome and start-up
 - Unit 1, 2, 3 ...
 - Conclusion and evaluation

What information is provided in this guide?

- The objectives of the module as a whole
- The pre-requisites
- The objectives of each unit
- The planned duration of each unit
- The key messages
- The instructions you will give your trainees for carrying out the activities
- Advice on facilitation/animation in certain cases (warnings or tips)
- The content of the pre- and post-training assessments, and advice on how to use/analyse them effectively

The appendices contain :

- Image bank
- Selection of animation techniques
- Selection of icebreakers and energisers
- Checklist for trainers
- Content of surveys
- Trainee follow-up booklet



Module 4
**Self awareness and
the different facets of
self concept**

Presentation of the training module 4

MODULE AIM & LEARNING OBJECTIVES

The aim of this training module is to help participants to improve their employability through the acquisition / development of key soft-skills

By the end of the module 2, participants will be able to:

- Gain a comprehensive understanding of self-concept and its various components.
- Recognize the role of social comparison in shaping self-perception.
- Develop strategies to enhance self-motivation and goal attainment.
- Apply introspection techniques for increased self-awareness and personal development.

LEARNING STRATEGY

The module includes practical exercises and case studies. Each unit includes short theoretical parts and practical activities. The trainers can decide to start by the theoretical parts or by the practical activities.

We suggest that participants signed up on the website for the bite-size and to look at the videos and documents on the website (before, during, or after the course)

PRE-REQUISITES

- Participants should have a good level of spoken and written language skills used for the course

DURATION (maximum 10 hours)

- Welcome and start-up : 60 minutes
- UNIT 1 : Minimum 1h30 and Maximum 3h
- UNIT 2 : Minimum 1h30 and Maximum 3h
- UNIT 3 : Minimum 1h30 and Maximum 3h
- Conclusion : 45 minutes

Trainers can adapt the duration (depending on the number of trainees, time available, the profile of target group etc.) They can choose the activities they want to do or skip the whole Unit.

Presentation of the training module 2

MATERIAL

DOCUMENT(S) TO PRINT OR TO DRAW

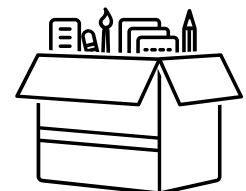
- Learner handbook
- Learning Partner Cards
- Course Rule Pictures
- Weather Card Pictures
- Training Course Timetable
- Training Course Poster

POWERPOINT PRESENTATION:

- Introduction to the course

MATERIAL NEEDED

- Post-it notes (for Participants' expectations)
- A4 white paper (for the Training Rule Pictures)
- Flipchart
- Scissors and sticky tape
- Two pieces of A3 white paper (for the Training Course Timetable and "How is the Weather?" Poster)
- Thick paper or card (for the Learning Partner Cards)
- Three envelopes (for the Weather Card Pictures)



Presentation of the training module 2

PREPARATION (before the participants arrive in the room)

1. Organise the room (work space, feedback space). Check that the equipment is working (video projector, etc.).
2. Stick the “Course Rule Pictures” on walls, tables and chairs. They will be collected later to introduce rules for running the course.
3. Stick the “Weather Card Pictures” and the “How is the weather?” poster on walls. They will be used every day when concluding the training course.
4. Stick the “Training Course Timetable” on the wall.
5. Stick the “Training Course Poster” on the door.
6. Print out the “Learning Partner Cards” in colour on thick paper or card. They will be distributed to each participant later (See exercise 1).
7. Remember that the documents and the slides should be completed, including the training date, training location, names of trainers, etc., before starting the training course. Don't forget to add this information to the PPT presentations too (in particular inside the mask of the PPTs). Any necessary additional information can also be included.
8. Regarding the course timetable, you can modify the time as you wish, starting or finishing earlier or later, according to your schedule.
9. Most of the documents have to be printed out for each participant and each trainer, though some may only require one document per working group. Check the ‘Document for each section to print out’ (at the end of this manual) to see exactly how many copies of each you need.
10. Analyse the answers to the questionnaire M1 Assessment survey and take this into account when adapting your teaching
11. Analyse the answers to the questionnaire Trainees’ Pre-training questionnaire and take this into account when adapting your teaching

Course Outline / Teaching Scenario module 4

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Welcome and Start-up 45mn	Create a safe environment essential for learning Present the training module and the learning progression Agree on the rules for life within the group during the training course Show that the answers to the trainees' pre-training questionnaire have been taken into account	icebreaker activities introductory presentation discussion on group rules
Unit-1 - Introduction	Introduce the concept of reflective growth and its significance in personal development	Present the objectives and importance of reflective growth; - Provide real-life examples and case studies to illustrate the concept; - Encourage participants to share their initial thoughts and experiences related to reflective growth.
Unit-1 - Activity-1 Reflective Experiences Write-up 20-30 mn	Explore individual experiences	- Write-up or journal activity
Unit-1 - Theoretical background 30mn	Provide theoretical knowledge and frameworks related to self-concept, social comparison, self-motivation, and introspection.	- Present relevant theories, research findings, and models; - Engage participants in interactive discussions and activities to deepen their understanding; - Address questions and clarify any misconceptions.

Course Outline / Teaching Scenario module 4

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit-1 - Activities 30mn	Provide theoretical knowledge and frameworks related to self-concept, social comparison, self-motivation, and introspection.	<ul style="list-style-type: none"> - Present relevant theories, research findings, and models; - Engage participants in interactive discussions and activities to deepen their understanding; - Address questions and clarify any misconceptions.
Unit-1 - Activities 1h15-1h45	Apply reflective practices	Activity 3: Prompts for reflection 30-45 Activity 4 : Guided meditation exercise Activity 5: Interactive game
Unit-1: Conclusion of unit 1 + check the understanding 25-35mn	Check understanding Comments : Both the review and the Q&A are crucial parts of the learning process, offering both recap and clarification. They ensure that participants have a solid grasp of the material before moving on to a new unit or completing the training course.	Review and Q&A Review: This is the portion where the instructor or facilitator goes over the main points, concepts, or skills that were covered in the session or unit. This helps to reinforce the learning and gives attendees an opportunity to mentally organise what they've learned. Q&A (Questions and Answers): Following the review, a Q&A session is usually opened up. During this time, participants can ask questions about anything that might not have been clear during the session, seek further clarification on complex points, or delve deeper into specific topics of interest.

Course Outline / Teaching Scenario module 4

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit-2 Creativity: Activity#1 Self-Reflection 30-40mn	Promote self-reflection	Self-Reflection
Unit-2: Theoretical background about creativity 15min	The learning outcome of the following theoretical part are: Explain creativity theories	Learners listen to the trainer Presentation and discussion
Unit-2: Activities 55mn-1h20	The learning outcome of this activities are: Develop creativity skills	Activities: Activity 1: Implement a Morning Routine Activity 3: Gratitude Practice Activity 4: Positive Self-Talk Activity 5: Time Management
Unit-2: Conclusion of unit 1 + check the understanding 25 mn	Check understanding	Review and Q&A*
Unit-3 Critical Thinking: Activity#1 Positive affirmations 5-30 mn	The <i>learning outcome of this activity are:</i> Cultivate positive affirmations	Introduction of Unit 3
Unit-3: Theoretical background about critical thinking 30 mn	The <i>learning outcome of the following theoretical part are:</i> Develop critical thinking skills	Learners listen to the trainer Presentation and discussion

Course Outline / Teaching Scenario module 4

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit-3: Activities 1h05-1h20	Enhance skills in critical thinking	Activities: Activity 3: Peer Feedback Activity 4: Visual Reflection Activity 7: Role-Playing
Unit-3: Conclusion of unit 1 + check the understanding 45mn	Check understanding	Review and Q&A*

Welcome and start-up of Module 2

The duration and the content of the introduction can be different if the learners are following 1 or the totality of the modules of the project. This introduction below is an example of the minimum that must be done, in the case where the learner is following only this module 4. It will create a safe environment.

OBJECTIVES OF THE START-UP :

- Create a safe environment essential for learning
- Present the training module and the the learning progression
- Agree on the rules for life within the group during the training course
- Show that the answers to the Trainees' pre-training questionnaire have been taken into account

DURATION :

30 to 60 minutes max (depending on the number of participants, on if participants know each other or not, if it is the first module or not...)

START-UP : STEP BY STEP



Optional: Play some pleasant background music while the participants are arriving and finding their places.

1. (20 to 30 min) Introduction to the module - get to know each other

- (5 to 10 min) Introduce yourself (and possibly your organisation).
- (5 to 20 min) The introduction allows participants to get to know each other
- (10 min) Explain briefly how the training project began and the partnership with ERASMUS+ Partners

Welcome and start-up of Module 2

Key Message :

“Welcome to the Character Development Handbook! In this program, we aim to provide adult trainers with the tools they need to motivate and upskill learners (adults, including NEETs) to increase their employability.

Through this program, trainers will gain a better understanding of GRIT and Growth mindset and be able to apply this knowledge and use this program as a tool to motivate and support adults in their training courses. Additionally, the program focuses on teaching learners (with the guidance of trainers) the importance of GRIT and a Growth mindset and ways to approach these topics. By learning the importance of GRIT and a Growth mindset, learners of this program will gain the skills and knowledge necessary to stay motivated and focused on their goals. They will also learn to be resilient and persistent in the face of adversity and to better understand themselves and their place in the world.

Remember :

The handbook consists of 6 modules:

1. GRIT and Growth mindset,
2. How to boost employability with soft skills,
3. Basics of positive psychology and emotional intelligence,
4. Self-awareness and understanding the different facets of self-concept,
5. Resilience & persistence,
6. Active Citizenship & European values.



Each module contains various Units that address different topics within the module's subject. Besides, each Unit provides a base for theory on the topic of the Unit and a description of activities that can be implemented with the guidance of the trainer.

Welcome and start-up of Module 2

What is this GRIT?

One might ask. Well, GRIT is a combination of passion and perseverance, and the Growth mindset is the belief that one's skills and abilities can be improved through effort and dedication. If you want to learn more, go ahead and read on!

Best of luck on your GRIT journey!" 

2. (15 min) - Clarification of the course objectives and presentation of the course plan

Present the module objectives and timetable; making any necessary clarifications in relation to the expectations expressed during the preceding activity.

It is also important to quickly feedback the group's answers to the "Trainees' Pre-training questionnaire" and to the "M4 Assessment survey"

3. (15 min) - Clarification of the course rules

Remind the participants of the training schedule and that the training is conducted in English/local language, but that they should not hesitate to ask for further explanations or translations if they do not fully understand something.

4. (15-30min) Icebreaker OR Weather of the day

Find Your People

1. Divide everyone into groups of three or four.
2. Give them a time limit of ten minutes.

In that time, they have to name their group and find three things that every single person has in common. We're not talking basics here either (things like "we're all human beings" or "we all breathe oxygen" don't count here).

Something more akin to:

All three of us are only children.

We have all owned a red car at some point in our lives.

All of our mothers have the first name of "Martha."

At the end of the time limit, have each group share their group name and the facts they discovered.

Unit 1 : Reflective Growth

OBJECTIVES:

This unit is all about teaching growth through reflection. Through better understand of ourselves we can grow at a faster rate



DURATION of Unit 1:

1h to 1h30 (depending on the number of participants)



PLAN, LEARNING OUTCOMES AND INSTRUCTIONS FOR LEARNERS

1. Unit Introduction : explain the title of this unit and the aims, inspire people to get involved in this new unit

The aim of this unit is to help participants to understand and do a self awareness, to upskill self development.

Reflective growth is an essential tool for personal growth and self-awareness that involves taking time to consider our thoughts, feelings, biases, and beliefs about ourselves and the world around us. Through self-reflection, we can gain greater clarity on our authentic selves and identify areas in which we need to make changes or improvements to reach our goals.

Reflective growth as self-reflection has been linked to improved emotional intelligence, problem-solving abilities, coping with stressors, enhanced decision-making skills, and more meaningful relationships with others. Practicing self-reflection can foster empathy and compassion for ourselves and those around us.

2. Activity-1: Reflective Experience Write-Up (20-30min)

The learning outcome of this activity is:

- Reflect on recent self-reflection experiences. Write a brief narrative, describe insights and changes made, and evaluate the effectiveness of strategies used. Share and discuss findings.

Instructions given to learners

- Grab a pen and paper or open a blank document.
- Write a brief narrative about a recent experience where you engaged in self-reflection.
- Describe the situation, the insights you gained, and any changes you made as a result of your reflection.

3. Theoretical background (30min)

The learning outcome of the following theoretical part is:

- Reflective Experiences Write-up activity is a heightened understanding of one's own reflective growth journey. By reflecting on personal experiences, participants gain insights into the strategies they employ for self-reflection and evaluate their effectiveness. This activity facilitates self-awareness and highlights areas for potential improvement in self-reflection practices, fostering continuous personal development.
- Prompts for reflection: By reflecting on each prompt, you will gain a deeper understanding of yourself and your personal growth journey. You may discover new insights, thoughts, or emotions that you haven't considered before.
- Guided meditation exercise: After the meditation, you may feel more relaxed, centred, and aware of your thoughts and emotions. You may also gain a better understanding of how to be more mindful in your everyday life.
- Interactive game: By the end of the game, you will have a better understanding of your teammates' perspectives on self-reflection topics, and they will have a better understanding of yours. You may also learn new strategies and insights from each other that you can apply to your own self-reflection practices.

Instructions given to learners during the theoretical step:

- Check out additional content aswell, interact more with participants to see how they perceive the topics

4. Activities (1,15h - 1,45h)

- **Activity 3:** Prompts for reflection 30-45 minutes :To help you explore different aspects of reflective growth or self-reflection, we'll give you a list of prompts like "If I could go back in time and give myself advice, what would it be?" or "How has my attitude towards myself changed over the years?" Take some time to reflect on each prompt and then discuss your answers with the class.

- **Activity 4:** Guided meditation exercise 10-15 minutes

We'll also have a guided meditation exercise that focuses on being mindful of your thoughts, feelings, and emotions without judgement. After the activity, share any insights or revelations that you may have had during the process.

- **Activity 5:** Interactive game 30-45 minutes

Finally, we'll play an interactive game that encourages healthy communication between teammates. You'll ask questions about each other's perspectives on various topics related to self-reflection, like goals, values, dreams, strengths, weaknesses, and more. Take turns posing questions to each other and listen attentively while others respond with honest reflections on how they feel about the topic.

Instructions given to learners during the activities step

- **Activity 3:** Prompts for reflection 30-45 minutes

Provide participants with prompts, allowing them individual reflection time, followed by a class discussion to share insights and engage in meaningful conversations about their responses.

- **Activity 4:** Guided meditation exercise 10-15 minutes

Guide participants through a meditation exercise, using an audio recording or script, and create a comfortable space where they can experience mindfulness. Encourage participants to share any significant insights or reflections after the exercise.

- **Activity 5:** Interactive game 30-45 minutes

Facilitate an interactive game that encourages open communication by posing questions about self-reflection topics and actively listening to each other's responses. Foster a safe environment for honest reflections and meaningful discussions.

Interactive game example:

In this interactive game called "Perspectives Exchange," participants pair up and take turns asking questions about self-reflection topics. The goal is to listen actively and share honest thoughts and reflections. It promotes healthy communication and helps teammates understand each other better.

5. Check the understanding of unit (20-30 min)

Some examples of guided reflective and self-check questions that could be used to promote self-reflection related to the topic of this unit might include:

- What were your initial thoughts about this topic? How have they changed over time?
- How do you feel about this topic after engaging with it further?
- What unexpected insights were revealed during your exploration?
- What aspects of this topic challenge or surprise you the most?
- In what ways do you see yourself changing as a result of learning more about this subject?
- Are any lasting effects resulting from your engagement with this topic?
- What new skills or mindsets have you developed by exploring this subject further?

6. Conclusion of the unit (5 min)

In conclusion, self-reflection is a powerful and essential tool in fostering personal growth and awareness. Through honest and mindful introspection, we can gain new insights into our psychological makeup and motivations and better understand our thoughts, feelings, biases, and beliefs.

Regular self-reflection can lead to improved emotional intelligence, enhanced problem-solving abilities, increased ability to cope with stressors, greater clarity when making decisions, and improved relationships with others. There is a wealth of theories and research on the benefits of self-reflection, which can be accessed through articles, research outcomes, scans, referred pieces of books or video lectures online. Individuals need to make time for this vital practice to reap these life rewards.

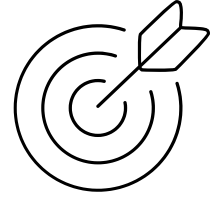
Result:

Encouraging self-reflection and gaining insight into discussed topics can be achieved through guided reflection and self-check questions.

Guided reflection involves open-ended questions that aim to stimulate thought and foster self-awareness, while self-check questions provide specific guidance to consider when engaging in self-reflection. By answering self-check questions, one can identify areas for improvement or gain a deeper understanding of their beliefs and motivations.

Overall, guided reflection and self-check questions are powerful tools for self-discovery and personal growth.

Unit 2 : Routines



OBJECTIVES:

- Helping establish positive lifechanging routines.

DURATION of Unit 2:

1h to 1h30 (depending on the number of participants)



1. Unit Introduction:

Establishing new routines is an essential aspect of personal development for those who aspire to achieve their long-term goals and create positive behaviours that support their growth. Routines provide structure and enable us to cultivate healthy habits that guide our progress towards desired outcomes.

Developing a routine can be challenging, particularly for individuals accustomed to impulsive actions and unhealthy patterns. However, there are several strategies for developing routines, such as breaking down difficult tasks into manageable daily portions, setting realistic yet challenging goals, and modifying our environment by eliminating distractions.

Reflective appraisal can help individuals recognize their unique strengths and identify areas where additional effort may be needed. Overall, investing time in creating healthy routines can lead to many opportunities for growth and success.

2. Activity-1: Self-Reflection (30-40min)

Reflect on current routines and habits to identify areas of improvement and create a plan for positive change.

Activity 1bis:

Comparison Activity: Compare routines with successful individuals or groups, identify differences, and make changes to improve habits.

Instructions given to learners (20min each)

- activity 1: Self-Reflection: Provide participants with a piece of paper and pen. Instruct participants to write down their thoughts and ideas.
- activity 1 bis: Comparison Activity: Instruct them on the following extra to this exercises: Choose a successful individual or group that you admire and compare their routines with yours. What differences do you notice? What changes can you make to your routine to better support your goals?

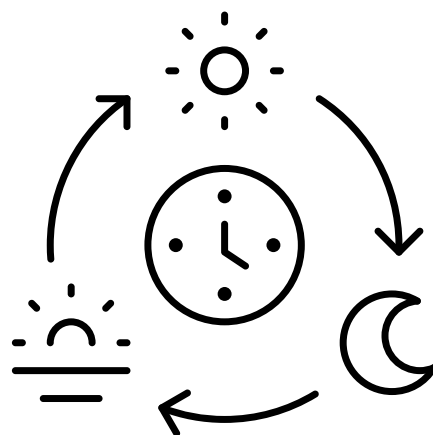
3. Theoretical background (15min)

The learning outcome of the following theoretical part is:

- Routine can play an essential role in both social comparison and introspection. By establishing consistent habits and daily practices, we can evaluate our progress towards our goals and assess our overall well-being.
- Routines can provide structure and stability in our lives, allowing us to better manage stress and increase productivity. However, it's important to be mindful of how our routines may be influenced by social comparison and introspection. We should strive to create routines that are authentic to ourselves and our goals, rather than solely based on comparing ourselves to others or seeking validation through external factors.

Instructions given to learners during the theoretical step:

- Check additional resource and do personal follow up research on some routines that might interest them to present to learners



4. Activities (55min - 1.20h)

Activity 1: Implement a Morning Routine (20-25 minutes)

We encourage you to establish a morning routine that sets a positive tone for the day ahead. This may include engaging in activities such as exercise, mindfulness, reflective writing, or reviewing your daily goals. By creating a consistent routine, you can begin each day with a positive mindset and enhance your productivity levels.

Activity 3: Gratitude Practice (5-10 minutes)

We encourage you to develop a gratitude practice where you take time each day to reflect on what you are thankful for. This could involve maintaining a gratitude log or simply taking a few minutes each day to ponder on the things you appreciate in your life. By focusing on the positive aspects of your life, you can cultivate a more optimistic and resilient mindset.

Activity 4: Positive Self-Talk (10-15 minutes)

We encourage you to become more aware of your inner dialogue and to replace negative self-talk with positive affirmations. This could involve exercises such as writing out positive affirmations or using a daily positive affirmation app. By practising positive self-talk, you can improve your self-esteem and confidence.

Activity 5: Time Management (20-30 minutes)

We encourage you to develop exercises to help you improve your time management skills. This could involve creating a daily or weekly schedule, using time-blocking techniques, or setting priorities and deadlines for specific tasks. By improving your time management skills, you can increase your productivity and reduce stress.

Implement exercises to improve time management skills, such as creating schedules, time-blocking, and prioritizing tasks. Emphasize the impact of effective time management on productivity and stress reduction.

Instructions given to learners during the activities step:

Activity 1: Implement a Morning Routine

Implement this activity by guiding participants to establish a morning routine that includes activities like exercise, mindfulness, reflective writing, or goal review. Emphasize the importance of starting the day with a positive mindset and increased productivity.

Activity 3: Gratitude Practice Encourage participants to develop a gratitude practice, such as maintaining a gratitude log or taking a few minutes each day for reflection. Implement this activity to cultivate optimism and resilience by shifting attention to the positive aspects of life.

Activity 4: Positive Self-Talk

Guide participants to become aware of their inner dialogue and replace negative self-talk with positive affirmations. Implement this activity by incorporating exercises like writing affirmations or using affirmation apps to boost self-esteem and confidence.

Activity 5: Time Management Implement exercises to improve time management skills, such as creating schedules, time-blocking, and prioritizing tasks. Emphasize the impact of effective time management on productivity and stress reduction.

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5. Check the understanding of unit (20 min)

After completing the unit, learners can reflect on what they have learned through a group or individual check. They can share their thoughts and experiences with each other in pairs or in a circle. Self-reflection is also a useful tool for identifying areas of improvement or areas that need more focus.

Learners can further their understanding of the material by conducting research on the topic. A questionnaire or survey can also help gauge their comprehension. Games, quizzes, and tests can be used to assess their understanding and provide feedback on their performance. Peer review is another helpful tool that enables learners to receive feedback from their peers and gain constructive criticism.

Another exercise that learners can do is to write down positive affirmations related to their goals to remind themselves of why they are striving for something better. Finally, creating an accountability group with friends or peers who share similar goals can provide support, motivation, and encouragement during challenging times.

Also they can do a reflection including self-check questions such as:

- How do I feel when I am engaging in this behaviour?
- What is the long-term goal I am trying to achieve?
- What is the best way for me to achieve this?

6. Conclusion of the Unit (5min))

The key message/points to keep in mind of this unit is/are (or the bigger point is)...Building routine and habits has provided learners with valuable tools for personal growth and development. By implementing these tools, individuals can create new routines and behaviors that align with their long-term goals. Through reflected appraisal, learners are empowered to identify their strengths and areas for improvement, allowing for continuous growth and development.

Moreover, this unit has provided a foundation of theoretical background on habit formation and reflected appraisal. Further research can be conducted through various sources such as research studies, articles, books, and video lectures available online. These resources provide a more in-depth understanding of the theories behind creating habits and conducting reflective appraisals.

By integrating the lessons learned from this unit into their personal development plan, individuals can make meaningful progress towards their goals. The tools and strategies learned from this unit can serve as a lifelong resource for personal growth and development.



7. Results

<https://positivepsychology.com/self-awareness-matters-how-you-can-be-more-self-aware/>

Video: <https://youtu.be/HIhEMk7CZ-A>



The learning outcomes of these activities and exercises can be very beneficial for individuals looking to build new habits and engage in reflective appraisal. Here are some potential results:

Habit tracking can help individuals see their progress over time and feel motivated to continue making positive changes.

Understanding what motivates each learner can help them stay committed to their goals and make changes that are sustainable for them.

Setting SMART goals can help individuals create a clear plan of action and feel a sense of accomplishment when they achieve them.

Accountability plans can help individuals stay on track and feel supported by others who are also working towards similar goals.

Reflecting on their environment can help individuals identify potential obstacles and make changes to create a more supportive environment for building new habits.

Breaking down large tasks into smaller pieces can help individuals feel less overwhelmed and more capable of achieving their goals.

Discussing rewards or punishments can help individuals stay motivated and committed to their goals.

Analysing behaviour over time can help individuals identify patterns and areas for improvement.

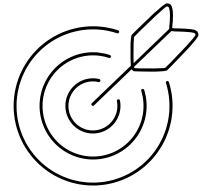
Writing out thoughts, feelings, and experiences can help individuals gain clarity and insight into their strengths and weaknesses.

Virtual checklists can help individuals stay organised and focused on specific tasks or challenges.

Online tools such as quizzes, surveys, polls, and discussion boards can facilitate collaborative learning and provide a supportive community for building new habits and engaging in reflective appraisal.

Overall, the results of these activities and exercises can lead to increased self-awareness, motivation, and personal growth. By building new habits and engaging in reflective appraisal, individuals can make positive changes in their lives and achieve their goals.

Unit 3: Reflection



OBJECTIVES:

- This unit develops reflection withing an individual. We cannot explore the world without even knowing about ourselves

DURATION of Unit 3:

1 to 1,5 hours (depending on the number of participants)



PLAN, LEARNING OUTCOMES AND INSTRUCTIONS FOR LEARNERS

1. Unit Introduction:

Do you ever find yourself constantly comparing your achievements or abilities to those around you? It's natural to do so, as we often use the behaviour of others to evaluate our own worth and performance. This is where social comparison theory comes in, a concept that seeks to explain how individuals use others' behaviour to assess their own worth and performance. While such comparisons can inspire good behaviour and motivate us to reach noteworthy goals, they can also lead to unhealthy competition or unrealistic expectations.

To avoid falling into this trap, introspection can be a valuable tool. It involves looking deeply within ourselves to gain insight into our thoughts and behaviours. By taking the time to carefully observe ourselves, we can begin to understand our motivations and how our actions impact our lives both positively and negatively. Through this understanding, we can create positive habits and make better choices for ourselves.

In this unit, we will delve into social comparison theory and introspection in more detail. We will explore how they can help us better understand ourselves, improve outcomes in life, and create positive habits. Additionally, we will introduce reflection as another tool for personal development. By reflecting on our actions and experiences, we can gain a deeper understanding of ourselves and identify areas for improvement. Together, these concepts provide valuable tools for personal growth and development.

2. Activity-1: Positive Affirmations (5-30min)

To encourage positive self-talk, participants can create a list of affirmations based on their strengths and positive qualities. They can then practise reciting these affirmations daily as a way to boost their self-esteem and self-confidence.

You can guide them with some examples of positive qualities, write them on a billboard or somewhere where all can see.

3. Theoretical Background (30min)

Reflection is a powerful tool that can help individuals gain insight into their thoughts, behaviours, and emotions. Through the process of self-reflection, individuals can become more self-aware, develop a deeper understanding of themselves, and identify areas for growth and improvement.

Research has shown that regular self-reflection can lead to increased personal growth, improved relationships, and greater life satisfaction (Grossman & Tierney, 2018). It can also help individuals to better manage stress and cope with difficult situations.

Moreover, reflection can help individuals make sense of their experiences and learn from them. By reflecting on past successes and failures, individuals can gain valuable insights that can inform future decisions and actions.

Reflection is a key element in personal and professional growth. It involves taking time to look back on past experiences, analysing them, and learning from them. Through reflection, individuals can identify patterns, strengths, weaknesses, and areas for improvement.

Instructions given to learners during the theoretical step

To focus on helping others interact in a discussion.

4. Activities (1h-1.20h)

Activity 3: Peer Feedback (15-20 minutes)

Pair up with a peer and provide feedback to one another on specific areas for growth or improvement. This exercise encourages you to share constructive feedback and helps you learn how to receive feedback with an open mind.

Activity 4: Visual Reflection (25 minutes)

Create a visual representation of your personal goals and progress. This can be in the form of a vision board or a graph that track

Activity 5: Role-Playing (25-35 minutes)

Engage in role-playing exercises that allow you to practise communication skills, conflict resolution, and empathy. This activity will help you develop skills that are essential for personal growth and healthy relationships.

Instructions given to learners during the activities step

Activity 4: Visual Reflection

Supply participants with art supplies such as poster boards, magazines, scissors, and glue. Guide them in creating visual representations of their goals and progress. Encourage them to express themselves creatively and explain the significance of their chosen images. Facilitate a sharing session where participants discuss their vision boards and the motivations behind them

Activity 5: Role-Playing

Prepare role-playing scenarios that address common communication challenges or conflicts faced by young people. Divide participants into pairs or small groups and assign them different roles. Guide them through the role-play, encouraging active participation and reflection. After each role-play, facilitate a debriefing session where participants discuss what they learned and how they can apply it in real-life situations.

5. Check the understanding of the Unit (40min).

To ensure a thorough understanding of the concepts covered in this unit on social comparison theory and introspection, it is important to engage in reflection both individually and collaboratively. One effective way to do this is through group discussion, where participants can share their personal experiences with comparing themselves to others and how it has impacted their lives. Self-reflection is also crucial in internalising the module's learnings by considering one's thoughts and behaviours and how they influence our interactions with others.

In addition to reflection, further research can deepen one's understanding of the topic. Reading articles or books about social comparison theory can provide new perspectives and insights. Questionnaires and surveys can also be used to assess learners' comprehension of the material covered. Interactive activities like games and quizzes can be fun and engaging ways to check understanding while still allowing learners to measure their progress in applying the concepts learned.

Lastly, peer review is an effective method for learners to receive feedback from someone who has gone through the same material and discuss ideas about the topics covered. By utilising these methods, learners can develop a deeper understanding of social comparison theory and introspection and make meaningful connections between the concepts presented in the module and their own lives.

6. Conclusion of the Unit (5min)

In this unit, we have explored reflection, social comparison theory and introspection, delving into the ways they can help us develop positive habits, understand ourselves better, and make meaningful connections in our lives. We have examined various activities and exercises to facilitate learning and reflection on these topics, including group discussions, self-reflection essays, and check understanding games.

It is essential to recognize that building habits is a gradual and ongoing process that requires patience, persistence, and self-awareness. It is through regular reflection and analysis of our behaviours and thoughts that we can identify areas of growth and development to work on continually.

Finally, as we have seen, there are various resources available for further exploration of these concepts, and it is important to continue learning and expanding our knowledge in this area. By doing so, we can continue to develop healthy habits, build positive relationships, and live fulfilling lives.

Results of learning outcomes and activities:

Quiz game or worksheet: The quiz game or worksheet can assess the participants' understanding of social comparison theory and introspection. The results can help learners determine the participants' level of knowledge and identify areas that require further discussion or explanation.

Group discussion: The group discussion can provide insights into how social comparison and introspection have impacted participants' lives. It can also encourage participants to share their thoughts and experiences, allowing them to connect with one another and feel more comfortable sharing personal information. The results can help learner understand the participants' perspectives and identify common themes or issues that need to be addressed.

Reflected appraisal exercise: The reflected appraisal exercise can help participants identify their strengths and areas for growth. The results can be measured by the participants' ability to apply this knowledge to their personal and professional development, such as setting goals that leverage their strengths and addressing areas for improvement.

Course evaluation and conclusion



Participants look back at the ground that has been covered during the course and prepare how they will apply what they have learned. Participants give feedback about the course and make recommendations for ways of improving it.

OBJECTIVES :

By the end of module 4, the trainers will remind the trainees the module objectives and check their achievement for everyone.

DURATION :

1h to 1h30 (depending on the number of participants)

STEP BY STEP:

1. Written course evaluation (15min)

Hand out the course evaluation forms:

- Activity post-assessment (skills) for learners
- Satisfaction

Ask participants to fill in their forms. Ask them to give full answers as much as possible and to write clearly in the language chosen for the training.

Point out that the continual improvement of quality applies to training

2. Oral Feedback about the course (30mn to 1h)

For example: Ask each participant, one by one, to go and get the Post-its they stuck on the wall on the first day of the course, with their expectations written on them.

They should then stick their Post-its on one of the three paper boards you have previously prepared (Expectations fully met, expectations partially met, expectations not met) and comment on these expectations, saying why they have been satisfied, partially satisfied or have not been satisfied. Do not hesitate to reply to any comments that you feel it is important to respond to. It is important not to leave any expectations unaccounted for.

Hopefully you will have anticipated this exercise by attempting to respond to each relevant expectation during the course and by establishing which objectives were not relevant during the introduction when you presented the course objectives and limits! If, however, there remain expectations that have not been met, try to recommend other resources or training courses that could be helpful.

GENERAL INFORMATION

This Trainer's Handbook includes all the information and documents that you will need to run the course : "GRIT and Growth mindset"

The handbook consists of 6 modules :

Module 1 : GRIT and Growth mindset

Module 2 : How to boost employability with soft skills

Module 3 : Basics of positive psychology and emotional intelligence

Module 4 : Self awareness and the different facets of self concept

Module 5 : Resilience and persistence

Module 6 : Active Citizenship and European values

These modules can be delivered in full or in part to a group of trainees. Each module covers several soft skills and you can choose the module according to the real needs of your trainees.

Module	Soft skills
Module 1 : GRIT and Growth mindset	Self capacity building - Self discipline skills - Stress management - Self confidence - Self motivation resilience
Module 2 : How to boost employability with soft skills	Creativity - Critical thinking - Innovating thinking
Module 3 : Basics of positive psychology and emotional intelligence	Positive psychology - Emotional intelligence - Socialisation skills - Team work
Module 4 : Self awareness and the different facets of self concept	Self concept - Social comparison - Self motivation - Introspection concept
Module 5 : Resilience and persistence	Prioritising work/life balance - Goal setting - Decision making - Stress management
Module 6 : Active Citizenship and European values	Active citizenship & European values - Assertiveness - Cross-cultural communication

Module 5 Resilience & Persistence: Presentation

This GUIDE content, for one module

- Presentation, preparation, material
- The teaching scenario or summary sequence
- Step-by-step description of each part of the module
 - Welcome and start-up
 - Unit 1, 2, 3 ...
 - Conclusion and evaluation

What information is provided in this guide?

- The objectives of the module as a whole
- The pre-requisites
- The objectives of each unit
- The planned duration of each unit
- The key messages
- The instructions you will give your trainees for carrying out the activities
- Advice on facilitation/animation in certain cases (warnings or tips)
- The content of the pre- and post-training assessments, and advice on how to use/analyse them effectively

The appendices contain :

- Image bank
- Selection of animation techniques
- Selection of icebreakers and energisers
- Checklist for trainers
- Content of surveys
- Trainee follow-up booklet



Module 5 Resilience & Persistence

Presentation of the training module 5

MODULE AIM & LEARNING OBJECTIVES

The aim of this training module is to provide participants with a comprehensive understanding of taking challenges and learning from them.

By the end of the module 2, participants will be able to:

- understand how to set up goals
- create awareness of work/life balance and its importance for sustainable personal development
- prioritise
- use decision making process
- be aware how to cope with the stress

LEARNING STRATEGY

The module includes practical exercises and case studies. Each unit includes short theoretical parts and practical activities. The trainers can decide to start by the theoretical parts or by the practical activities.

We suggest that participants signed up on the website for the bite-size and to look at the videos and documents on the website (before, during, or after the course)

PRE-REQUISITES

- Participants should have a good level of spoken and written language skills used for the course

DURATION (maximum 10 hours)

- Welcome and start-up : 60 minutes
- UNIT 1 : Minimum 1h30 and Maximum 3h
- UNIT 2 : Minimum 1h30 and Maximum 3h
- UNIT 3 : Minimum 1h30 and Maximum 3h
- UNIT 4 : Minimum 1h30 and Maximum 3h
- Conclusion : 45 minutes

Trainers can adapt the duration (depending on the number of trainees, time available, the profile of target group etc.) They can choose the activities they want to do or skip the whole Unit.

Presentation of the training module 5

MATERIAL

DOCUMENT(S) TO PRINT OR TO DRAW

- Learner handbook (upon trainers decision)
- Eisenhower matrix - to draw

External materials:

- Time Prioritization Game, [Time Prioritization Game Activity and Team-Building Ice-Breaker | Symonds Training](#) - to download/print or write on a white board/flipchart Task List
 - Four burners theory
- [The Problem With A Balanced Life - The Four Burners Theory](#)
 - Decision making test, [Decision Style Test](#)
 - Personal SWOT analysis, [Personal SWOT Analysis: Quick Guide \(with Examples\) - SlideModel](#)
 - Decision making matrix , [7 Quick Steps to Create a Decision Matrix, with Examples \[2023\]](#) • [Asana](#)
 - Time audit, [12 Best Time Tracking Apps & Software | Clockwise](#)

MATERIAL NEEDED

- Post-it notes (for Participants' expectations)
- A4 white sheets of paper
- Flipchart
- Scissors and sticky tape
- Cards / pictures
- Writing and drawing supplies: pens, pencils and markers
- A device to play music on
- Projector for videos and computer to play
- A transferable space suitable for different activities - to be able to move tables, chairs, etc.
- Internet access



Presentation of the training module 5

PREPARATION (before the participants arrive in the room)

1. Define program objectives and Module 5 learning objectives and outcomes.
2. Develop your own plan of delivering this module based on defined objectives, time and resources that you have. Have written/printed agenda of the activities, transition exercises and breaks. Please, keep in mind the Course outline (teaching scenarios) is the longest version of this module. This means that if this module is a part of course with other GRIT modules you can plan and choose from the activities there. However, if you are going to deliver this module only, you can use the Course outline (teaching scenarios) the way it is.
3. Analyse the answers to the questionnaire **M5 Assessment survey** and take this into consideration for your plan.
4. Analyse the answers to the questionnaire **Trainees' Pre-training questionnaire** and take this into account when adapting your teaching.
5. In case you expect a diverse group of trainees, you might consider setting up course rules. If so, they need to be explained and agreed on at the very beginning of the training. It is useful to have them around, e.g. printed "Course rules".
6. You might consider preparing and using other supplementary things like "Training Course Timetable", "Training Course Poster" on the door or near the entrance (if appropriate).
7. Prepare Materials and Resources:
 - Gather the required materials and resources - handouts, slides, activity materials, audiovisual equipment, and any additional tools or resources specific to the workshop activities.
 - Do the printout documents for each participant. Check the '**Document for each section to print out**' or in description of each activity (Under Materials) to see the needed documents.
8. Create visual aids and/or presentations.
9. Consider and develop a backup plan. What should you do in case of too much or too less time, in case of too active or too passive participants, or if there are some technical issues.
10. Plan and organise the room (work space, feedback space). Check that the equipment is working (video projector, etc.). You might consider some time to tune yourself. Friendly advice - do not forget to bring water with you. The more we talk the more water we need:)

Enjoy your journey!

Course Outline / Teaching Scenario module 5

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
<p>Welcome and Start-up</p> <p>15mn</p>	<p>Create a safe environment essential for learning Present the training module and the learning progression Agree on the rules for life within the group during the training course Show that the answers to the trainees' pre-training questionnaire have been taken into account (upon training opinion) At the end of this unit you will be familiar with the benefits of prioritisation.</p>	<p>Warm up: Presumably the expectation and introduction part have been conducted in Module 1. In case this is the first module of your current course, proceed to Course outline - "Welcome and Start-up" of Module 1. Define the Topic and Objectives. Unit intro could provide some hints, like definitions and the 7Cs. Use Why do we need to prioritise?</p>
<p>Activity 1. Time Prioritization Game Activity and Team-Building Icebreaker</p> <p>30min</p>	<p>The main intention, with the 'Time Prioritization Activity' game, is to show how we need to be smart in how we prioritise things we do and how this impacts on our free available time. This game/activity has a second and third purpose in that it is also a fantastic activity when used as an ice-breaker or team-building game. This activity is great fun for participants and because they work in groups and to get to know each other. It is also good for team-building because of the way in which participants work in groups.</p>	<p>Detailed description: Time Prioritization Game https://symondsresearch.com/free-time-management-games/</p> <p>Do not forget to print or display the "Task List" material.</p>
<p>Unit-1 - Activity-2 Last week's overview - 1 part</p> <p>15min</p>	<p>To have a clear picture on their current priorities. To check if these priorities are OK. If yes - to revalidate. If not - to come up with a starting point.</p>	<p>Let's make a "picture" of your tasks for last week. Make a list with 10 tasks from the past week. List tasks that you clearly remember. Circle the top three most important tasks for you. Grade them from 1 to 10 upon how fulfilled you are after completing them.</p>

Course Outline / Teaching Scenario module 5

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit-1 - Theoretical background the 4 Burners Theory 15min	To be familiar with the concept of the Four Burners Theory.	You could play a video The Problem With A Balanced Life - The Four Burners Theory You could develop visual aid for the theoretical part
Unit-1 - Activity-2 Last week's overview - 2 part 15min	To check if these priorities are OK. If yes - to revalidate. If not - to come up with a starting point	Now, let's reflect on this exercise. Let's go back to your 10 tasks. Did something surprise you? How many burners are you giving force? Would you like to change something? What? How? What is the first step?
Unit-1 - Theoretical background Allocating time and time audit 20-30min	To introduce the learners with knowledge for allocating time and time audit	Develop visual aid for the theoretical part
Unit-1 - Range of activities (to be chosen) 40-70min	The learning outcome of these exercises is that learners will have a vision of what their priorities are. They will implement the concept of this unit for their life.	Activity 3. Your life 50-60 min. Activity 4. Your time audit 40-60 min. Activity 5 . Your Eisenhower matrix 60-70 min. Activity 6. GTD - Get Things Done - 40 min.
Conclusion of unit 1 + check the understanding	Learners will reflect on their understanding and new gained knowledge from Unit 1. Group will finalise and close the topic of Prioritization.	Reflection in pairs and the group.

Course Outline / Teaching Scenario module 5

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit 2 - Introduction 15min	Warm up on the topic.By the end of this unit learners will be:familiar with the importance of goal setting; goal classification (goal types); formulate SMART goals.	Use Unit introduction to provide some hints.
Unit 2 - Activity 1. The week ahead 15min	Learners will have a new perspective on goal setting, connected to their life.	Let's do a "picture" of your tasks for next week. Make a list with 10 tasks for next week, according to your areas of priority in writing.
Unit 2 - Theoretical background 20min	Learners will be introduced with knowledge on Goal setting, different goal types, etc.	Develop visual aid for the theoretical part
Unit 2 - Activity 2 - My Goals	<p>Brainstorm. Take 5 or 10 minutes to brainstorm a list of any and all things you hope to do, create, achieve, have, or experience in the next 5 years (or however many years you want). Don't hesitate—just write it all down, whether it seems realistic or not.</p> <p>Organise. Since deadlines are integral to setting goals, go through your list and next to each goal, indicate how many years (or months) it will take to achieve them.</p> <p>Review. Look through your list again, and select your top 4 goals. Try to pick some short and some longer term. Ideally, these are the goals which excite you. Then, write a blurb for each, detailing why you will definitely be achieving the goal within your scheduled time frame (i.e., what's driving you to succeed?).</p> <p>Assess. Look over your list again with fresh eyes and determine whether your goals are clearly defined, measurable, and realistic. Do they have a deadline built in? Most of us work best with a bit of pressure in the mix.</p> <p>Do not forget to SMART your goals:)</p> <p>Every single time we set a goal, we have the opportunity to learn something new.</p> <p>Lets debrief your goals:)</p>	

Course Outline / Teaching Scenario module 5

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Conclusion of unit 2 + check the understanding 15min	Learners will reflect on their understanding and new gained knowledge from Unit 2. Group will finalise and close the topic of Goal setting.	Reflection in pairs and the group.
Unit 3 - Introduction 10min	Warm up on the topic.By the end of this unit learners will be aware of the process of decision making & barriers that prevent effective decision making.	Use Unit introduction to have some hints.
Unit 3 - Activity 1. Decision style test 40min	To check your personal style of decision making on the link below:Decision Style Test (truity.com)	Individual testing and short debrief after that. For this test it is important for each learner to have internet access and a device - phone, tablet, PC. If there is none, you could consider assigning it as homework or pre reading.
Unit 3 - Theoretical background 20 min	Learners will be introduced to the Decision making process.	Develop visual aid for the theoretical part

Course Outline / Teaching Scenario module 5

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
<p>Unit 3 - Activity 2. Let's decide</p> <p>45-60 min</p>	<p>To create awareness of the personal strengths and weaknesses of the learners. To try to envision their weaknesses as an area of potential improvement. Creating an internal link between this module and Module 1, Module 4.</p>	<p>Individually 15 min. Get familiar with SWOT analysis matrices. Do SWOT analysis for yourself.</p> <p>Personal SWOT analysis https://slidemodel.com/personal-swot-analysis-quick-guide/</p> <p>Group debriefing 30 min. How was the overall success of the SWOTanalysis? What worked well? What do you think of the Weakness part? How can you connect it with a growth mindset?</p> <p>Tip: Another useful tool is Decision making matrix https://asana.com/resources/decision-matrix-examples</p> <p>You could link result from Personal SWOT analysis with Module 1 and Module 4</p>
<p>Conclusion of unit 3 + check the understanding</p> <p>15-40min</p>	<p>Learners will reflect on their understanding and new gained knowledge from Unit 3. Group will finalise and close the topic of Goal setting.</p> <p>(If no internet access & device, assign it as homework)</p>	<p>Individual work on:</p> <ul style="list-style-type: none"> • Receiving feedback from a friend or a colleague of the learners for their personal SWOT analysis. • They can create a Decision matrix. • They can take this test for more self awareness:How Good Is Your Decision Making? - Be Ready for Your Next Big Decision

Course Outline / Teaching Scenario module 5

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit 4 - Intro 10min	Warm up on the topic.By the end of this unit learners will be:be aware of benefits to manage stress;know tips for coping with the stress.	Use Unit introduction to provide some hints.
Unit 4 - Activity 1. Stress interview 45min	<p>Creating Individual and group awareness on stress management.</p> <p>Let us think individually on the following questions. 15 min.</p> <ul style="list-style-type: none"> • How do you prepare for a presentation to important [clients/stakeholders/the executive board] the day before it's due? • How would you respond if your manager gave you negative feedback in front of your peers? • What's the most stressful situation you've faced at work so far? How did you handle it? • How do you prevent a situation from getting too stressful to manage? • What advice would you give to calm down a colleague who's stressed out about a deadline? • Can you describe a time when your stress resulted in making errors at work? • How would you deal with frequent changes at work? For example, if stakeholders were indecisive about a project's requirements, or if new members joined your team. • If assigned with multiple tasks at the same time, how would you organise yourself to produce quality work under tight deadlines? • Describe a time you had to make a tough decision (e.g. fire a team member or choose between two job offers.) How did you make sure you were objective? • How do you ensure that stressful situations in your personal life don't affect your work performance? <p>Let's talk about your answers and thoughts on the matter. 30min.</p> <p>You could consider doing it in pairs, depending on the maturity of the group.</p>	

Course Outline / Teaching Scenario module 5

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit 4 - Theoretical background 20min	Learners will be introduced to the Stress, its nature, effects, techniques to handle, etc.	Develop visual aid for the theoretical part
Unit 4 - Activity 2. Stress audit 30-40min	<p>Creating awareness of the personal and group stress level of the learners. Doing Stress audit.</p> <p>Individually 10 min.</p> <p>Consider your life today and answer the following questions:</p> <ul style="list-style-type: none"> • Do you feel that your life is out of control and that you have too many things on your plate? • Do you often feel confused, anxious, irritable, fatigued or physically debilitated? • Are you having increased interpersonal conflicts (e.g. with your spouse, children, other family members, friends or colleagues)? • Do you feel that negative thoughts and feelings are affecting how you function at home or at work? • Is your work or home life no longer giving you any pleasure? • Do you feel overwhelmed by the demands of emails, messaging tools and <u>social media</u>? • Do you feel that your life has become a never-ending treadmill? • Are you prone to serious pangs of guilt every time you try to relax? • Have you recently experienced a life-altering event such as a change of marital status, new work responsibilities, job loss, retirement, financial difficulties, injury, illness or death in the family? • When you are stressed out, do you feel that you have nobody to talk to? <p>If you have answered "yes" to most of these questions, stress might have started to build up. If you feel close to your breaking point, it's high time to take action.</p> <p>Group facilitation - sharing experience 20-30 min.</p>	

Course Outline / Teaching Scenario module 5

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit 4 - Activity 3. Destress plan 40-50min	Creating destress plan and sharing experience in stress coping.	Individually - 15 min.Compose a weekly plan of coping with the stress.You might consider a stress audit as a starting point.When doing your plan you could consider exercises, meditation, gratitude, a person to talk to, etc. Group debriefing - sharing experience 30 min.
Conclusion of unit 4 + check the understanding Conclusion of the Module 15-20min	Learners will reflect on their understanding and new gained knowledge from Unit 4. Group will finalise and close the topic of Stress management.Closing of this module.	Key messages and takes away from the unit and the module.

Welcome and start-up of Module 5

The duration and the content of the introduction can be different if the learners are following 1 or the totality of the modules of the project. This introduction below is an example of the minimum that must be done, in the case where the learner is following only this module 2. It will create a safe environment.

OBJECTIVES OF THE START-UP :

- Create a safe environment essential for learning
- Present the training module and the the learning progression
- Agree on the rules for life within the group during the training course
- Show that the answers to the Trainees' pre-training questionnaire have been taken into account

DURATION :

9 hours min. 14 hours max (depending on the number of participants, on if participants know each other or not, if it is the first module or not...)

START-UP : STEP BY STEP



Optional: Play some pleasant background music while the participants are arriving and finding their places.

1. (20 to 30 min) Introduction to the module - get to know each other

- (5 to 10 min) Introduce yourself (and possibly your organisation).
- (5 to 20 min) The introduction allows participants to get to know each other
- (10 min) Explain briefly how the training project began and the partnership with ERASMUS+ Partners

Welcome and start-up of Module 5

Key Message :

“Welcome to the Character Development Handbook! In this program, we aim to provide adult trainers with the tools they need to motivate and upskill learners (adults, including NEETs) to increase their employability.

Through this program, trainers will gain a better understanding of GRIT and Growth mindset and be able to apply this knowledge and use this program as a tool to motivate and support adults in their training courses. Additionally, the program focuses on teaching learners (with the guidance of trainers) the importance of GRIT and a Growth mindset and ways to approach these topics. By learning the importance of GRIT and a Growth mindset, learners of this program will gain the skills and knowledge necessary to stay motivated and focused on their goals. They will also learn to be resilient and persistent in the face of adversity and to better understand themselves and their place in the world.

Remember :

The handbook consists of 6 modules:

1. GRIT and Growth mindset,
2. How to boost employability with soft skills,
3. Basics of positive psychology and emotional intelligence,
4. Self-awareness and understanding the different facets of self-concept,
5. Resilience & persistence,
6. Active Citizenship & European values.



Each module contains various Units that address different topics within the module's subject. Besides, each Unit provides a base for theory on the topic of the Unit and a description of activities that can be implemented with the guidance of the trainer.

Welcome and start-up of Module 5

What is this GRIT?

One might ask. Well, GRIT is a combination of passion and perseverance, and the Growth mindset is the belief that one's skills and abilities can be improved through effort and dedication. If you want to learn more, go ahead and read on!

Best of luck on your GRIT journey!" 

2. (15 min) - Clarification of the course objectives and presentation of the course plan

Present the module objectives and timetable; making any necessary clarifications in relation to the expectations expressed during the preceding activity.

It is also important to quickly feedback the group's answers to the "Trainees' Pre-training questionnaire" and to the "M5 Assessment survey"

3. (15 min) - Clarification of the course rules

Remind the participants of the training schedule and that the training is conducted in English/local language, but that they should not hesitate to ask for further explanations or translations if they do not fully understand something.

Welcome and start-up of Module 5

4. (15-30min) Icebreaker OR Weather of the day + end of each day to check evolution of the learners

You could start with (upon your consideration):

1. Temperature Check: weather of the day “sunny = good mood & motivated”;
2. Any start you consider as appropriate;
3. Scuba diving into the Unit.

If you go for option 3, we recommend the following:

Motivational quote:

“Would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to get to,” said the Cat.

“I don’t much care where—” said Alice.

“Then it doesn’t matter which way you go,” said the Cat.

“— so long as I get somewhere,” Alice added as an explanation.

“Oh, you’re sure to do that,” said the Cat, “if you only walk long enough.”

—Chapter 6, Pig and Pepper, Alice in Wonderland

Why do we need direction ... in our life course?

What if we ... walk long enough?

What makes someone a tough person?

What makes someone a successful one?

...

Definitions:

Resilience - the capacity to withstand or to recover quickly from difficulties; toughness.

Persistence - the fact of continuing in an opinion or course of action in spite of difficulty or opposition.

Perseverance - persistence in doing something despite difficulty or delay in achieving success.

... A successful person - someone who sets and achieves goals.

Welcome and start-up of Module 5

There are 7 Cs of Resilience:

Competence. This is the ability to know how to handle situations effectively.

Confidence. True self-confidence is rooted in competence.

Connection. Close ties to family, friends, and community provide a sense of security and belonging.

Character. Individuals need a fundamental sense of right and wrong to make responsible choices, contribute to society, and experience self-worth.

Contribution. Having a sense of purpose is a powerful motivator. Contributing to one's community reinforces positive reciprocal relationships.

Coping. When people learn to cope with stress effectively, they are better prepared to handle adversity and setbacks.

Control. Developing an understanding of internal control helps individuals act as problem-solvers instead of victims of circumstance.

This and next modules are about narrowing these 7 Cs toward successful people.

We will go through prioritising, goal setting and stress management here.

Unit 1 : Prioritising

OBJECTIVES:

By the end of the module, learners will be able to:

- understand (or recognize) learners benefits of prioritising
- know tools to prioritise their tasks (and time)
- to create awareness of work/life balance and its importance for sustainable personal development
- to teach to prioritise



DURATION of Unit 1:

4h to 6h (depending on the number of participants)



PLAN, LEARNING OUTCOMES AND INSTRUCTIONS FOR LEARNERS

1. Unit Introduction : explain the title of this unit and the aims, inspire people to get involved in this new unit

“Would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to get to,” said the Cat.

“I don’t much care where—” said Alice.

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Coping. When people learn to cope with stress effectively, they are better prepared to handle adversity and setbacks.

Control. Developing an understanding of internal control helps individuals act as problem-solvers instead of victims of circumstance.

This and next modules are about narrowing these 7 Cs toward successful people.

We will go through prioritising, goal setting and stress management here.

- Why do we need to take care of **prioritising**?

I can think of two good reasons for doing it.

The first one is, if you do not have your own priorities somebody else will define them for you. However, most likely these priorities will be his/hers not yours. If you do not have a program on your own, you will be a part of somebodies' program. Is that what you want?

The second reason is, if you don't prioritise effectively, you'll waste so much of your valuable time, energy and attention on tasks that aren't super important or that drain you too much, or that aren't as urgent as others. Essentially, if you don't prioritise effectively, you'll never be as productive as you want to be.

In this unit we will focus on concepts and activities on how to prioritise.

2. Activity-1: Activity 1 Time Prioritization Game Activity and Team-Building Ice-Breaker 30 min

The main intention, with the 'Time Prioritization Activity' game, is to show how we need to be smart in how we prioritize things we do and how this impacts on our free available time.

This game/activity has a second and third purpose in that it is also a fantastic activity when used as an ice-breaker or team-building game.

This activity is great fun for participants and because they work in groups and to get to know each other. It is also good for team-building because of the way in which participants work in groups.

Detailed description:

Time Prioritization Game

<https://symondsresearch.com/free-time-management-games/>

Instructions given to learners

Detailed description:

Time Prioritization Game

<https://symondsresearch.com/free-time-management-games/>

Activity 2. Last week's overview 40-50 min.

Let's make a "picture" of your tasks for last week.

Make a list with 10 tasks from the past week. List tasks that you clearly remember. Circle the top three most important tasks for you. Grade them from 1 to 10 upon how fulfilled you are after completing them.

Let's proceed to the Four Burners Theory

Transition to the theory of the four burners.

[The Problem With A Balanced Life - The Four Burners Theory](#)

Now, let's reflect on this exercise. Let's go back to your 10 tasks.

Did something surprise you?

How many burners are you giving force?

Would you like to change something?

What? How? What is the first step?

People say that if all the burners are switched on, maybe you would have a balanced life, but not be successful. In order to be successful, you need to make a choice. you need to make a decision which burners to stress on and which to switch off.

3. Theoretical background (30min)

The Four Burners Theory

Four Burners Theory is a way to look at one's current priorities in life. Imagine that your life is depicted as a stove with four burners on it. Each burner symbolises one major topic of one's life.

The first burner represents **family**.

The second burner is **friends**.

The third burner is **health**.

The fourth burner is **work**.

According to that theory, "in order to be successful you have to cut off one of your burners. And in order to be really successful you have to cut off two."

People often react with a search for a way to bypass it. "Can I succeed and keep all four burners running?"

Maybe I could combine two burners. "What if I lumped family and friends into one category?" Maybe I could combine health and work. Often people realise they invent these workarounds because they don't want to face the real issue: life is filled with tradeoffs. If you want to excel in your work and in your marriage, then your friends and your health may have to suffer. If you want to be healthy and succeed as a parent, then you might be forced to grow back your career ambitions. Of course, you are free to divide your time equally among all four burners, but you have to accept that you will never reach your full potential in any given area. So, what are your life priorities? What matters most to you? When you're offered possibilities to join up for, can you always determine if the activity matches your values and priorities? In the long run, prioritising will make you a happier person and a better parent. So, once you've realised your current work-life balance, you will be able to modify it to match your life's priorities and fit the children's distance learning schedule.

Allocating time and time audit

What is time audit?

A time audit is keeping track of what you do during the day. You'll want to track your time over a period of several days so that you can get a better idea of how you are spending your time. This way you can examine and analyse how you actually spend your time versus how you want to spend your time.

How to conduct a time study?

There are many ways to conduct a time study. Let's break it down into the following simple steps:

- Determine how you will track daily activities.
- Determine how and how often you will be reminded to track your tasks.
- Analyse the data to determine where you can improve.
- Plan and prioritise your work.

1. Track your daily activities

At the core of doing a time audit is recording the work that you do throughout the day. There is no right or wrong way to record your activities. Your method can be as low-tech as writing everything down with a pencil and paper or as high-tech as using time tracking software on your computer or phone. Or, you can opt for something more high-tech, like time tracking software.

2. Set an alarm to remind you to record your tasks.

The world's best and most sophisticated time tracking software will not do you any good if you don't look at it. Even if you have an incredibly good memory, chances are you will get busy and forget to record your activities.

3. Analyse your data to determine where your time is going

As you look at the activities you've recorded, look for the items that you do often during the day that may be draining your time. For example, if you've recorded that you spend 10 to 15 minutes looking at email every hour, that activity is taking a significant amount of time that could be used on other work.

Place the activities into different categories:

- Very important: they should take up the majority of your time
- Not as important: Tasks that need to be completed, but can be put on the back burner and assigned lower prioritisation
- Not important at all: Activities that waste your time and that you probably shouldn't be doing at all.

Next, rank these activities in order of importance: which tasks are draining the most time from your day and which ones that should be taking most of your time.

4. Plan and prioritise your work

After you have identified where time is being used, make a plan that will prioritise your most important tasks, and eliminate any activities that keep you from your priorities.

Begin by defining what your ideal day should look like. For example, if the majority of your time should be spent writing code, make coding your top priority. If you should not spend any time on social media platforms, make social media the lowest priority or eliminate it if you can.

Consider using an Eisenhower matrix to help you prioritise your work based on urgency and importance so you can use your time more wisely. The matrix is divided into four quadrants:

- Quadrant 1: Important and urgent
- Quadrant 2: Important but not urgent
- Quadrant 3: Urgent but not important
- Quadrant 4: Not important, not urgent

GTD - Get Things Done

GTD starts with collecting everything you need or want to get done in the near- and long-term into one list. Get everything out of your brain and your various inboxes and lists you maintain and into one centralized location. Ideally, this is a location you can continue to use as you get things done and new tasks arise.

Next, categorize your to-dos into lists: 10 min.

- Tickler: Items you're going to table until a specific, pre-set point.
- Someday: Items with no set date to revisit.
- Dependency: Items dependent on other tasks or people.
- Reference: Information that is not actionable, but may be useful to your knowledge at some point.
- Projects: Larger tasks that involve subtasks. Project plans provide a list of the key goals, vision, and outcome for a specific project.
- Next actions: Tasks that need to be done immediately, or almost immediately.
- Calendar: Tasks with specific due dates

The last part of GTD is simply acting. Based on your lists, priorities, and deadlines, start checking items off. Allen recommends reviewing your list weekly to reprioritize based on new information or needs.

For more ideas on how to make more of your time with less stress visit the link below.

[How to prioritize your work for maximum productivity and minimum stress](#)

4. Activities (1,5h - 2h)

Activity 3. Your life 50-60 min.

- Reflection questions - individual

Imagine your brightest future. What is in there? What is your vision of yourself?

What are the benefits of having a clear vision of the area of priorities?

What are your areas for development?

How are you going to move forward?

- Group reflection

Facilitation upon individual answers.

Activity 4. Your time audit 40-60 min.

Let's get closer to productive time spending. 15 min.

What would you do with more time? Would you plan a long-awaited trip to Greece? Write a book? Be more present on your days off?

Whatever your dreams and ambitions, attaining them starts with this essential step: Managing your time better. And, one of the best, most effective ways to start is with a time audit.

Individually think about the best suitable way to do a self time audit. You could visit the link below to get insights.

[12 Best Time Tracking Apps & Software | Clockwise](#)

Group reflection 20 min.

What method did you choose?

Why?

Activity 5 . Your Eisenhower matrix 60-70 min.

1. Individually 20 min.

List all of the work that you need to complete and sort them into the matrix based on importance using the Eisenhower matrix.

2. In peers 20 min.

Share your thoughts and task distribution.

3. Group debriefing 30 min.

Did something surprise you?

Compare your EMatrix with the EMatrix of your peer.

What do you find in common?

What are the differences between both EMatrixes?

What is your conclusion?

Activity 6. GTD - Get Things Done

Make a list with everything you need or want to get done in the near- and long-term. 10 min.

Next, categorize your to-dos into lists: 15- 20 min.

- Tickler: Items you're going to table until a specific, pre-set point.
- Someday: Items with no set date to revisit.
- Dependency: Items dependent on other tasks or people.
- Reference: Information that is not actionable, but may be useful to your knowledge at some point.
- Projects: Larger tasks that involve subtasks. Project plans provide a list of the key goals, vision, and outcome for a specific project.
- Next actions: Tasks that need to be done immediately, or almost immediately.

Group debriefing 20 min.

What is your main takeaway from this exercise?

What are the benefits for you in GTD?

What would be your first step?

5. Check the understanding of unit (20-30 min)

Reflection questions - pairs 50-60 min.

We will share thoughts on life prioritising in pairs.

What surprised you?

Are there burning questions that you would like to explore further?

Why is priority reflection and revision important?

What are the challenges for you, knowing your direction?

What are the opportunities for you, knowing your direction?

After you chat in pairs, we will discuss your conclusions in the group.

6. Conclusion of the unit (5 min)

The key message/points to keep in mind of this unit is/are:

- You are the driver of your life
- If you want to change something you need to do the turn
- Prioritising is the first point in this direction

Here are some additional sources:

- [The Four Burners Theory: Why Adding a Fifth Burner Makes All The Difference \(fireuptoday.com\)](https://www.fireuptoday.com/blog/the-four-burners-theory-why-adding-a-fifth-burner-makes-all-the-difference).
- <https://www.getclockwise.com/blog/time-audits>
- <https://www.lucidchart.com/blog/how-to-do-a-time-audit>
- <https://www.getclockwise.com/blog/time-tracking-apps>
- <https://www.getclockwise.com/blog/how-to-prioritize-work>
- <https://hubstaff.com/time-tracking/time-audit>

Unit 2 : Goal Setting



OBJECTIVES:

By the end of the module, learners will be able to:

- to help learners to understand how to set up goals
- know tools to set up different goals



DURATION of Unit 2:

Approximately 2h (depending on the number of participants and decision of the trainer)

1. Unit Introduction:

DREAM - put into a schedule becomes a **GOAL**.

GOAL - planned step by step, becomes a **PLAN**.

PLAN - forced by actions turned our dreams into **REALITY**.

Are you **DREAMING**?

Why is goal setting Important?

If you want to accomplish personal goals, or improve, succeed, or even excel at something, goal setting practices are necessary. Without them, we lack direction and attention.

Agency.

Setting goals helps us grab the reins that steer our lives, while also providing a benchmark to evaluate whether or not our trajectory is well-aimed at success.

Growth.

Setting goals is also the most natural way in the world to set yourself up for personal growth and expansion, as goals and goal achievement push us out of our comfort zones, facilitating transformation in ways that previously may not have seemed possible.

Fulfilment.

For many, a feeling of fulfilment can only come with the sense that we're working toward achieving some kind of success, whatever dreams you may have. In other words, progress and satisfaction are profoundly linked.

2. Activity-1: The Week Ahead (15min)

Let's do a “picture” of your tasks for next week.

Make a list with 10 tasks for next week, according to your areas of priority in writing.

As human beings, we often set goals as a way of improving, or evolving: To lose weight, to get healthy, to improve our attachment styles in relationships, to focus more on our career, to get into law school, or to start a business. But while there is an abundance of goals one can hope to achieve, it often seems there are far more goals that go unfulfilled.

This is why the art of goal setting becomes an important skill to master. If you work hard striving for goals and yet never seem to get very far, it's possible that a little more groundwork could be the ticket. You may need to spend more time reflecting on what you truly want, and turning those clear wants into concrete, formal goals.

While it's most certainly true that the journey is the destination, our chances of ever reaching a destination—not to mention, getting the most out of a journey—depend heavily on our clarity of desire and intention. In other words, clear goal setting is a key part of getting done what we want to accomplish.

-

3. Theoretical background (15min)

Goals

Goals—we all have them in one form or another, though they can vary widely and wildly. And while one person might be planning a trek up Everest and another may be planning to retire at forty, another's goal might simply be getting out of bed that day.

Goal setting

Goal setting can be defined as the process in which you identify something you wish to achieve, and go about setting a timeframe in which to achieve it, complete with measurable objectives along the way.

Learning to set goals in one area of your life makes it easier to do the same in other areas, and setting goals with milestones along the way which allow for small, progressive wins helps pave the way for larger achievements.

People across all backgrounds, experiences, and industries set goals in order to make progress towards them, in large part because goal setting helps us keep the long term big picture in mind while also motivating us in the short term.

Ultimately, effective goal setting, proper time management and a well organised goal setting strategy is the key to progress and making the most of your life. By defining smart goals, not only will it help you understand the different types of goals and their relationship to one another, but it will set you up on a road to long-term success.

What are the 3 types of goals?

Process goals

Process goals, also known as procedural goals, are based on specific, measurable actions, such as aiming to work on your novel for 1h every morning, or doing yoga for 30 minutes a day.

Setting a process goal means honing in on strategies related to what you want to achieve entirely within your control, and finding ways that will increase your chances of accomplishing what you set out to do. Particularly helpful for altering habits and behaviours, process goals often include clearly scheduled plans, such as exercising 30 minutes a day, 5 days a week, for a 1 month. As luck (or dedication) would have it, process goals also help pave the way for outcome goals.

Outcome goals

If process goals are the journey, outcome goals are the destination.

Outcome goals are based on the precise end results you want to achieve. This could mean scoring a position you've been vying for, getting into the NHL, winning a grant, or building your own house.

Outcome goals are challenging to control due to external influences. For instance, saying, "I will become an acupuncturist" tells you what result you're looking for, but not how to get there. While you can study hard, you don't grade your own exams.

Ultimately, while we can take steps to influence the outcome in our favour, the final results are more or less beyond our control.

Performance goals

Performance goals are largely controllable, though not entirely, and they are based on your personal standards. Aiming to graduate at the top of your class is a good example of a performance goal.

Think of it this way: performance goals set the bar for our process goals. They're results-focused. For example, while your process goal might be to jog an hour a day for 3 months, and your outcome goal might be to win a marathon, your performance goal might involve gradually improving your speed.

Ultimately, the best way to attain an outcome goal is to align your performance goals with your process goals.

What are the 5 steps to goal setting?

1. Set SMART goals

Harnessing the SMART framework as a 5-step strategy for setting personal goals with a clear purpose can be super helpful for setting you on the path to successful goal fulfilment! Here's what SMART stands for:

Specific

Perhaps the most important thing is that your goal setting be clear and concrete. Avoid vagueness when setting goals because you'll only end up lacking direction. Think of goals as lanterns, lighting up your path. The more precise and well-defined your goals are, the clearer your path to success will be.

Measurable

Be sure to include precise dates, scores, amounts, etc., in your goals so you have a straightforward way of measuring your progress. If your goal is "To eat less sugar," it will be difficult to determine at what point you've successfully achieved it. Instead, come up with tangibles so you can measure feedback, like "a 50% reduction in one year." That way, you'll have a much clearer idea when a celebration is in order!

Attainable

While it's important not to let others tell us what is and isn't realistic when it comes to goal setting, it's important to look inside yourself and determine whether it's actually possible to achieve the goals you set forth. If you set a goal you have no hope of achieving (i.e., switching careers to become a rocket scientist) you will end up discouraged. At the same time, try not to set goals that are too easy either. Individuals should have goals that occupy the sweet spot: realistic yet challenging. These are the types that push you to grow.

Relevant

It may go without saying, but your goals should be relevant to whatever direction you want your life and/or career to take. Otherwise, why set goals? If your goals diverge with the trajectory you're currently on, you may end up struggling to make time or stay focused. By keeping your goals aligned with your current path, you'll develop the self-discipline you need to fulfil your goals. All of that said, if your goal is to alter your current life path, and you're motivated enough to follow through on the challenges, don't let anyone else's list of rules discourage you.

Time-bound

To achieve what you want, you have to give your goals a deadline, even if you're not a deadline person. Achieving goals is hard to do any other way. Goal setting theory tells us that deadlines give us a well-suited sense of urgency, remind us to celebrate victories (both big and small), and ultimately help us to achieve our goals with time to spare for other things.

2. Identify your greatest motivators.

Any goals you set for yourself should motivate you, so they need to mean something to you. If your goal doesn't fully interest you, or in some way contradicts your bigger picture, then you'll not make it a reality. One of the best goal setting tips is that, wherever possible, you should set goals aligned with your highest priorities: your career, your couple goals, your family. Without high priority focus, you can end up with too many goals, scattered over different parts of your life. This can be overwhelming or frustrating and leave you with little time to spend on each. Focused motivation is the fuel you need to make it happen!

3. Write it down.

Taking the time to think about a goal to put it in writing makes it real. You no longer risk letting it slip your mind. Use concrete language like "will" instead of "would like to" or "might." For example, "I will become a personal trainer," rather than "I would like to become a personal trainer." The difference may seem negligible, but words have power, and can hold our passions if we use them right. Once they're down on paper, post your goals in visible places (like your fridge) to serve as daily reminders.

4. Create an action plan

Many of us skip the action plan step in the goal setting routine, but it's crucial. We become overly focused on the outcome, to the detriment of the steps needed to get there! Write down every step you need to make, and enjoy crossing them off your list, one by one.

5. Commit

Goal setting is an ongoing commitment, not just a way of achieving results. Be sure to schedule regular reminders to keep yourself focused, and allot daily or weekly time slots to review and update your goals. While your end goal may stay the same in the long term, how you get there can change drastically. Check in with yourself regularly to make sure your goals are still relevant, valuable, and necessary to your life. You should still feel excited about them.

4. Activities (60min)

Individually

How to set goals?

Brainstorm.

Take 5 or 10 minutes to brainstorm a list of any and all things you hope to do, create, achieve, have, or experience in the next 5 years (or however many years you want). Don't hesitate—just write it all down, whether it seems realistic or not.

Organise.

Since deadlines are integral to setting goals, go through your list and next to each goal, indicate how many years (or months) it will take to achieve them.

Review.

Look through your list again, and select your top 4 goals. Try to pick some short and some longer term. Ideally, these are the goals which excite you. Then, write a blurb for each, detailing why you will definitely be achieving the goal within your scheduled time frame (i.e., what's driving you to succeed?).

Assess.

Look over your list again with fresh eyes and determine whether your goals are clearly defined, measurable, and realistic. Do they have a deadline built in? Most of us work best with a bit of pressure in the mix.

Do not forget to SMART your goals:)

Every single time we set a goal, we have the opportunity to learn something new.

Lets debrief your goals:)

5. Check the understanding of unit (20 min)

Lets SMART a few of your goals - facilitation of 3 randomly selected goals suggested by the learners. Together we put them into SMART format.

6. Conclusion of the unit (5 min)

The key message/points to keep in mind of this unit is/are:

- Goal setting gives direction. Whithout this compas, we can easily get lost in everyday routines;
- Goals are welcome in every aspect of our live;
- There are certain tools - SMART goals, action plans, etc. to support us in our journey.
-

If you would like to browse more, you can start with:

- [Why Goal Setting Is Important: How to Set Goals And Succeed \(goalcast.com\)](http://goalcast.com)
- [The Importance, Benefits, and Value of Goal Setting \(positivepsychology.com\)](http://positivepsychology.com)
- [9 Popular Time Management Techniques and Tools | USAHS](#)

Unit 3: Decision Making

OBJECTIVES:

By the end of the module, learners will be able to:

- know the process of decision making
- understand the barriers that prevent effective decision making



DURATION of Unit 3:

Approximately 3h. (depending on the number of participants and the decision of the trainer)



1. Unit Introduction:

Not making a decision is actually a decision. It is a decision to stay the same.

Once you made your decision do not look back. Make it work!

Why do we need decision making?

It's important because it happens daily.

It's also important because it requires you to think critically about the situation and consider possible courses of action before choosing one.

It helps you to see and choose between various options.

2. Activity-1 Decision style test (30-40 min)

You can check your personal style of decision making on the link below:

[Decision Style Test \(truity.com\)](https://www.truity.com)

People often say that they find it hard to make decisions. We all have to make decisions all the time, ranging from trivial issues like what to have for lunch, right up to life-changing decisions like where and what to study, and who to marry. Some people put off making decisions by endlessly searching for more information or getting other people to offer their recommendations. Others prefer to do decision-making by taking a vote, sticking a pin in a list or tossing a coin.

Let's dive into the decision making topic.

3. Theoretical Background (20-30min)

What is decision making?

Decision-making is the act of choosing between two or more courses of action. Decisions can be made through either an intuitive or reasoned process, or a combination of the two.

Intuition

Intuition is using your 'gut feeling' about possible courses of action. Although people talk about it as if it was a magical 'sense', it is actually a combination of past experience and your personal values. It is worth taking your intuition into account, because it reflects your learning about life.

Reasoning

Reasoning is using the facts and figures in front of you to make decisions. Reasoning has its roots in the here-and-now, and in facts. It can, however, ignore emotional aspects to the decision, and in particular, issues from the past that may affect the way that the decision is implemented.

Intuition is a perfectly acceptable means of making a decision, although it is generally more appropriate when the decision is of a simple nature or needs to be made quickly.

More complicated decisions tend to require a more formal, structured approach, usually involving both intuition and reasoning. It is important to be wary of impulsive reactions to a situation.

Creative decision making

Creative decision making involves collecting information and insights about a problem and coming up with potential ideas for a solution, similar to the rational decision making model.

The difference here is that instead of identifying the pros and cons of each alternative, the decision maker enters a period in which they try not to actively think about the solution at all. The goal is to have their subconscious take over and lead them to the right decision, similar to the intuitive decision making model.

This situation is best used in an iterative process so that teams can test their solutions and adapt as things change.

The 7 steps of the decision making process

Step 1: Identify the decision that needs to be made

When you're identifying the decision, ask yourself a few questions:

What is the problem that needs to be solved?

What is the goal you plan to achieve by implementing this decision?

How will you measure success?

These questions are all common goal setting techniques that will ultimately help you come up with possible solutions. When the problem is clearly defined, you then have more information to come up with the best decision to solve the problem.

Step 2: Gather relevant information

Gathering information related to the decision being made is an important step to making an informed decision. Does your team have any historical data as it relates to this issue? Has anybody attempted to solve this problem before?

It's also important to look for information outside of your team or company. Effective decision making requires information from many different sources. Find external resources, whether it's doing market research, working with a consultant, or talking with colleagues at a different company who have relevant experience. Gathering information helps your team identify different solutions to your problem.

Step 3: Identify alternative solutions

This step requires you to look for many different solutions for the problem at hand. Finding more than one possible alternative is important when it comes to business decision-making, because different stakeholders may have different needs depending on their role. For example, if a company is looking for a work management tool, the design team may have different needs than a development team. Choosing only one solution right off the bat might not be the right course of action.

Step 4: Weigh the evidence

This is when you take all of the different solutions you've come up with and analyse how they would address your initial problem. Your team begins identifying the pros and cons of each option, and eliminating alternatives from those choices.

There are a few common ways your team can analyse and weigh the evidence of options:

- Pros and cons list
- SWOT analysis
- Decision matrix

Step 5: Choose among the alternatives

The next step is to make your final decision. Consider all of the information you've collected and how this decision may affect each stakeholder.

Sometimes the right decision is not one of the alternatives, but a blend of a few different alternatives. Effective decision-making involves creative problem solving and thinking out of the box, so don't limit you or your teams to clear-cut options.

One of the key values at Asana is to reject false tradeoffs. Choosing just one decision can mean losing benefits in others. If you can, try and find options that go beyond just the alternatives presented.

Step 6: Take action

Once the final decision maker gives the green light, it's time to put the solution into action. Take the time to create an implementation plan so that your team is on the same page for next steps. Then it's time to put your plan into action and monitor progress to determine whether or not this decision was a good one.

Step 7: Review your decision and its impact (both good and bad)

Once you've made a decision, you can monitor the success metrics you outlined in step 1. This is how you determine whether or not this solution meets your team's criteria of success.

Here are a few questions to consider when reviewing your decision:

- Did it solve the problem your team identified in step 1?
- Did this decision impact your team in a positive or negative way?
- Which stakeholders benefited from this decision? Which stakeholders were impacted negatively?

If this solution was not the best alternative, your team might benefit from using an iterative form of project management. This enables your team to quickly adapt to changes, and make the best decisions with the resources they have.

What can prevent effective decision-making.

1. Not Enough Information

If you do not have enough information, it can feel like you are making a decision without any basis. Take some time to gather the necessary data to inform your decision, even if the timescale is very tight. If necessary, prioritise your information-gathering by identifying which information will be most important to you.

2. Too Much Information

The opposite problem, but one that is seen surprisingly often: having so much conflicting information that it is impossible to see 'the wood for the trees'. This is sometimes called analysis paralysis, and is also used as a tactic to delay organisational decision-making, with those involved demanding ever more information before they can decide. This problem can often be resolved by getting everyone together to decide what information is really important and why, and by setting a clear timescale for decision-making, including an information-gathering stage.

3. Too Many People

Making decisions by committee is difficult. Everyone has their own views, and their own values. And while it's important to know what these views are, and why and how they are important, it may be essential for one person to take responsibility for making a decision. Sometimes, any decision is better than none.

4. Vested Interests

Decision-making processes often founder under the weight of vested interests. These vested interests are often not overtly expressed, but may be a crucial blockage. Because they are not overtly expressed, it is hard to identify them clearly, and therefore address them, but it can sometimes be possible to do so by exploring them with someone outside the process, but in a similar position. It can also help to explore the rational/intuitive aspects with all stakeholders, usually with an external facilitator to support the process.

5. Emotional Attachments

People are often very attached to the status quo. Decisions tend to involve the prospect of change, which many people find difficult.

For more about overcoming this, see our pages on Change Management, but also remember that 'deciding not to decide' is also a decision.

6. No Emotional Attachment

Sometimes it's difficult to make a decision because you just don't care one way or the other. In this case, a structured decision-making process can often help by identifying some very real pros and cons of particular actions, that perhaps you hadn't thought about before.

Many of these issues can be overcome by using a structured decision-making process. This will help to:

- Reduce more complicated decisions down to simpler steps;
- See how many decisions are arrived at; and
- Plan decision making to meet deadlines.

Many different methods of decision making have been developed, the one used depends on the nature of the decision to be made and its complexity.

4. Activity - Let's Decide 45-60min

Individually 15 min.

Get familiar with SWOT analysis matrices.

Do SWOT analysis for yourself.

Personal SWOT analysis

[Personal SWOT Analysis: Quick Guide \(with Examples\) - SlideModel](#)

Group debriefing 30 min.

How was the overall success of the SWOT analysis?

What worked well?

What do you think of the Weakness part?

How can you connect it with a growth mindset?

Tip: Another useful tool is Decision making matrix [7 Quick Steps to Create a Decision Matrix, with Examples \[2023\] • Asana](#)

5. Check the understanding of the Unit (40min).

For your individual use.

- Ask for feedback from a friend or a colleague of yours for your SWOT analysis.
- Create a Decision matrix.

You can take this test for more self awareness:

[How Good Is Your Decision Making? - Be Ready for Your Next Big Decision](#)

6. Conclusion of the unit (5 min).

The key message/points to keep in mind of this unit is/are:

- The decision making is important step in the journey to your goals;
- Decision making has its steps and tools to take it properly.

If you would like to dig more:

- [Decision Style Test \(truity.com\)](#)
- [Effective Decision Making | SkillsYouNeed](#)
- <https://asana.com/resources/decision-tree-analysis>
- [SWOT Analysis: What Is it, How To Use it \(with Examples\) \[2023\]](#) • [Asana](#)
- [7 Quick Steps to Create a Decision Matrix, with Examples \[2023\]](#) • [Asana](#)

Unit 4: Stress Management

OBJECTIVES:

By the end of the module, learners will be able to:

- understand benefits to manage stress
- know tips for coping with the stress



DURATION of Unit 3:

Approximately 3h. (depending on the number of participants and the decision of the trainer)



1. Unit Introduction:

“The greatest **weapon** against stress is **our ability to choose one thought over another.**” - William James

“The key is **not to prioritise** what’s on **your schedule**, but **to schedule your priorities.**” – Stephen Covey

Why do we need stress management?

If you’re living with high levels of stress, you’re putting your entire well-being at risk. Stress can cause great damage to your emotional equilibrium, as well as your physical health. It narrows your ability to think clearly, function effectively, and enjoy life. It may seem like there’s nothing you can do about stress. The bills won’t stop coming, there will never be more hours in the day, and your work and family responsibilities will always be demanding. But you have a lot more control than you might think.

Stress management gives you a range of tools to reset and to recalibrate your alarm system. It can help your mind and body adapt (resilience). Without it, your mind and body might always be on high alert. Over time, chronic stress can lead to serious health problems. Don't wait until stress damages your health, relationships or quality of life.

2. Activity-1 Stress Interview (45 min)

Let us think individually on the following questions. 15 min.

- How do you prepare for a presentation to important [clients/stakeholders/the executive board] the day before it's due?
- How would you respond if your manager gave you negative feedback in front of your peers?
- What's the most stressful situation you've faced at work so far? How did you handle it?
- How do you prevent a situation from getting too stressful to manage?
- What advice would you give to calm down a colleague who's stressed out about a deadline?
- Can you describe a time when your stress resulted in making errors at work?
- How would you deal with frequent changes at work? For example, if stakeholders were indecisive about a project's requirements, or if new members joined your team.
- If assigned with multiple tasks at the same time, how would you organise yourself to produce quality work under tight deadlines?
- Describe a time you had to make a tough decision (e.g. fire a team member or choose between two job offers.) How did you make sure you were objective?
- How do you ensure that stressful situations in your personal life don't affect your work performance?

Let's talk about your answers and thoughts on the matter. 30min.

3. Theoretical Background (20-30min)

What is stress?

Stress is a normal psychological and physical reaction to the demands of life. A small amount of stress can be good, motivating you to perform well. But many challenges daily, such as sitting in traffic, meeting deadlines and paying bills, can push you beyond your ability to cope.

Your brain comes hard-wired with an alarm system for your protection.

When your brain perceives a threat, it signals your body to release a burst of hormones that increase your heart rate and raise your blood pressure.

This "fight-or-flight" response fuels you to deal with the threat.

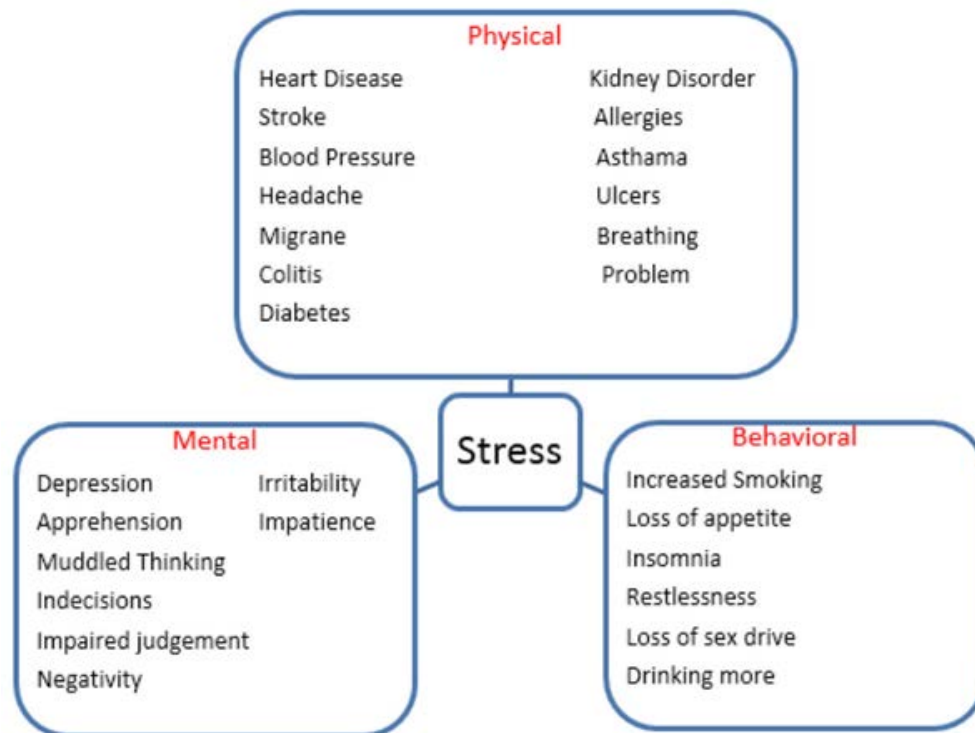
What causes stress?

The actual cause of stress varies from person to person; a situation may be stressful for an individual, but for others, it may be considered challenging.

The various stressful conditions and situations which plague the mind of many people are called 'stressors'. The stressors are generated by our own perception depending on our personal traits, thought process, habits, available resources and so on. Some people consider financial issues, health problems, conflict in the relationship, job satisfaction, etc., as the source of conflict while another person becomes stressed for some mundane issues like a busy schedule, time pressure. Actually, when the challenges are greater than our ability to encounter them, we feel stress.

Effects of stress

We always consider stress as a negative impression on our mind. But a certain amount of tension is helpful for triggering a stimulus to overcome the challenging situation. A certain amount of positive stress, which is known as eustress, is vital to enhance our positive energy. On the other hand, the negative stress, which we call distress, is responsible for all kinds of physical, mental, and behavioural problems. The below diagram clarifies the various patterns of stress level on ourselves.



Why is managing stress important?

If we start to live with a high level of stress, it impacts on our mental equilibrium as well as physical health. We detract from a healthy lifestyle, and even a high amount of stress hampers our productivity level also. The ultimate purpose of our life is to enjoy a balanced life with timely work, healthy relationships, relaxation, and fun. That is why effective stress management is essential to handle our stress level efficiently when it occurs, so that we can think clearly, perform our professional role productively and relish a healthy life.

How to handle the stress?

In the process of stress management, it is our skill to find the source from where the stress begins; in order to prevent the stress from occurring at the outset, we should follow some strategies. But the strategies of stress management vary from person to person based on the individual's stressors. There are various **stress management techniques** that can be implemented to handle the stress effectively. Some approaches address stress physically and psychologically and help to develop the skill of resilience.

Some techniques to address stress

Time Management: Time limitations can elicit stress in people's lives. Work schedules sometimes become overloaded, which causes some individuals to feel overwhelmed. In order to manage this kind of situation, one can make a plan of priorities to do the work accordingly. This will help to reduce the stress and even a manageable schedule which can be completed within the time frame.

Self-limitations: Knowing your own limitations and performing your work accordingly helps to alleviate the unnecessary stress. Creating your own boundaries is essential for healthy, stress-free living. Boundaries mean we create some internal rules for ourselves to take care of our well-being. Sometimes it is good not to get involved in any kind of racing thoughts which may also aggravate stress. It is suggestible to deviate your mind from that kind of thought and involve yourself with some activities which give relaxation and refreshment to your mind.

Friendly social network: Sometimes, a supportive network of friends and relatives help to face the challenging situation with stability and less stress. Their encouraging words and listening ears become supportive.

Reduce the noise: You may try to distract yourself from all kinds of technologically advanced gadgets and manage some time to stay quiet. You can notice that those things which you consider most important for day to day life are very trivial.

ABC technique: The well-known ABC (A – Adversity or stressful situation, B – Beliefs or the way response to the situation, C – Consequences or the result of your belief) technique was first introduced by psychiatrist DR. Albert Ellis, and later it was adopted by Martin Seligman. The purpose of the technique is to think optimistically.

Healthy Diet: A healthy balanced diet gives fuel to the body and mind function; it helps us to cope up with any stressful situation. Reducing the consumption of alcohol, caffeine, and sugar is a proven way of decreasing stress or anxiety. If our body gets proper nutrients, stress can likely occur in our everyday life.

Exercise: Maintaining a consistent routine exercise is a sign of following a healthy lifestyle. Exercise helps our body to reduce tensions and relax muscles.

Meditation: Use the techniques of deep breathing, breathing exercise, yoga, yogic sleep, meditation to control our physical and mental being. Meditation helps to calm down our body and mind to awaken our inner power.

Sleep habit: Adequate sleep is necessary to rejuvenate ourselves. It is helpful to boost our immune power and also increases mental alertness, memory, and concentration.

4. Activity - Stress Audit 30-40min

Individually 10 min.

Consider your life today and answer the following questions:

- Do you feel that your life is out of control and that you have too many things on your plate?
- Do you often feel confused, anxious, irritable, fatigued or physically debilitated?
- Are you having increased interpersonal conflicts (e.g. with your spouse, children, other family members, friends or colleagues)?
- Do you feel that negative thoughts and feelings are affecting how you function at home or at work?
- Is your work or home life no longer giving you any pleasure?
- Do you feel overwhelmed by the demands of emails, messaging tools and social media?
- Do you feel that your life has become a never-ending treadmill?
- Are you prone to serious pangs of guilt every time you try to relax?
- Have you recently experienced a life-altering event such as a change of marital status, new work responsibilities, job loss, retirement, financial difficulties, injury, illness or death in the family?
- When you are stressed out, do you feel that you have nobody to talk to?

If you have answered “yes” to most of these questions, stress might have started to build up. If you feel close to your breaking point, it’s high time to take action.

Group facilitation 20-30 min.

5. Check the understanding of the Unit (1:30h)

Activity 3. Destress plan 45-50 min.

Individually - 15 min.

Compose a weekly plan of coping with the stress.

You might consider a stress audit as a starting point.

When doing your plan you could consider exercises, meditation, gratitude, a person to talk to, etc.

Group debriefing - 30 min.

6. Conclusion of the unit (5 min)

The key message/points to keep in mind of this unit are:

- What is stress, what causes it and what effects it brings;
- Tips and tricks on how to cope stress;
- Our personal attitude towards stress.

Additional sources:

- [Stress management interview questions and answers - Workable](#)
- [Stress management Stress basics - Mayo Clinic](#)
- [Stress Management Skills | 9 Stress Management Techniques To Know \(educba.com\)](#)
- [The 10-Point Stress Audit | INSEAD Knowledge](#)

Course evaluation and conclusion



Participants look back at the ground that has been covered during the course and prepare how they will apply what they have learned. Participants give feedback about the course and make recommendations for ways of improving it.

OBJECTIVES :

By the end of module 5, the trainers will remind the trainees the module objectives and check their achievement for everyone.

DURATION :

1h to 1h30 (depending on the number of participants)

STEP BY STEP:

1. Written course evaluation (15min)

Hand out the course evaluation forms:

- Activity post-assessment (skills) for learners
- Satisfaction

Ask participants to fill in their forms. Ask them to give full answers as much as possible and to write clearly in the language chosen for the training.

Point out that the continual improvement of quality applies to training

2. Oral Feedback about the course (30mn to 1h)

You could ask each participant, one by one, to go and get the Post-its they stuck on the wall on the first day of the course, with their expectations written on them.

They should then stick their Post-its on one of the three paper boards you have previously prepared (Expectations fully met, expectations partially met, expectations not met) and comment on these expectations, saying why they have been satisfied, partially satisfied or have not been satisfied. Do not hesitate to reply to any comments that you feel it is important to respond to. It is important not to leave any expectations unaccounted for.

Hopefully you will have anticipated this exercise by attempting to respond to each relevant expectation during the course and by establishing which objectives were not relevant during the introduction when you presented the course objectives and limits!

If, however, there remain expectations that have not been met, try to recommend other resources or training courses that could be helpful.

Course evaluation and conclusion



3. Follow up and closure - you can choose one or more (30min)

- So What?: Have students answer this prompt: What takeaways from the lesson will be important to know three years from now? Why?
- Family Hotline: ask learners to write down an interesting question about the module topics that they can bring home and discuss it over dinner.
- DJ Summary: Learners write what they learned in the form of a favourite song. Offer extra praise if they sing.
- Gallery Walk: On chart paper, small groups of learners write and draw what they learned. After the completed works are attached to the room walls, other learners affix sticky notes to the posters to extend on the ideas, add questions, or offer praise.

GENERAL INFORMATION

This Trainer's Handbook includes all the information and documents that you will need to run the course : "GRIT and Growth mindset"

The handbook consists of 6 modules :

Module 1 : GRIT and Growth mindset

Module 2 : How to boost employability with soft skills

Module 3 : Basics of positive psychology and emotional intelligence

Module 4 : Self awareness and the different facets of self concept

Module 5 : Resilience and persistence

Module 6 : Active Citizenship and European values

These modules can be delivered in full or in part to a group of trainees. Each module covers several soft skills and you can choose the module according to the real needs of your trainees.

Module	Soft skills
Module 1 : GRIT and Growth mindset	Self capacity building - Self discipline skills - Stress management - Self confidence - Self motivation resilience
Module 2 : How to boost employability with soft skills	Creativity - Critical thinking - Innovating thinking
Module 3 : Basics of positive psychology and emotional intelligence	Positive psychology - Emotional intelligence - Socialisation skills - Team work
Module 4 : Self awareness and the different facets of self concept	Self concept - Social comparison - Self motivation - Introspection concept
Module 5 : Resilience and persistence	Prioritising work/life balance - Goal setting - Decision making - Stress management
Module 6 : Active Citizenship and European values	Active citizenship & European values - Assertiveness - Cross-cultural communication

Module 6 Active Citizenship & European Values: Presentation

This GUIDE content, for one module

- Presentation, preparation, material
- The teaching scenario or summary sequence
- Step-by-step description of each part of the module
 - Welcome and start-up
 - Unit 1, 2, 3 ...
 - Conclusion and evaluation

What information is provided in this guide?

- The objectives of the module as a whole
- The pre-requisites
- The objectives of each unit
- The planned duration of each unit
- The key messages
- The instructions you will give your trainees for carrying out the activities
- Advice on facilitation/animation in certain cases (warnings or tips)
- The content of the pre- and post-training assessments, and advice on how to use/analyse them effectively

The appendices contain :

- Image bank
- Selection of animation techniques
- Selection of icebreakers and energisers
- Checklist for trainers
- Content of surveys
- Trainee follow-up booklet



Module 6
Active
Citizenship &
European
Values

Presentation of the training module 6

MODULE AIM & LEARNING OBJECTIVES

The aim of this training module is to provide participants with a comprehensive understanding of taking challenges and learning from them.

By the end of the module 6, participants will be able to:

- to understand the benefits of active citizenship and European values
- to understand and upskill assertiveness
- to upskill on cross-cultural communication

LEARNING STRATEGY

The module includes practical exercises and case studies. Each unit includes short theoretical parts and practical activities. The trainers can decide to start by the theoretical parts or by the practical activities.

We suggest that participants signed up on the website for the bite-size and to look at the videos and documents on the website (before, during, or after the course)

PRE-REQUISITES

- Participants should have a good level of spoken and written language skills used for the course

DURATION (between 8h & 11h30 long)

- Welcome and start-up : 60 minutes
- UNIT 1 : Minimum 3h40 and Maximum 4h40
- UNIT 2 : Minimum 2h and Maximum 3h30
- UNIT 3 : Minimum 2h20 and Maximum 3h
- Conclusion : 45 minutes

Trainers can adapt the duration (depending on the number of trainees, time available, the profile of target group etc.) They can choose the activities they want to do or skip the whole Unit.

Presentation of the training module 6



MATERIAL

DOCUMENT(S) TO PRINT OR TO DRAW

- External sources:
- Knowing when to speak up:
- <https://positive.b-cdn.net/wp-content/uploads/2021/06/Knowing-When-to-Speak-Up.pdf> - you could consider printing this PDF in accordance with the number of the learners - one per person.
- Assertiveness test
- <https://positive.b-cdn.net/wp-content/uploads/2021/06/Assertiveness-Self-Evaluation-Exercise.pdf>
- Barnga game

<https://collaborate.uw.edu/online-training-and-resources/faculty-development-ipe-training-toolkit/barnga-learning-activity/> - you could consider printing some materials here, like general instruction and table instruction, in accordance with the number of the tables.

MATERIAL NEEDED

- Post-it notes
- A4 white sheets of paper
- Flipchart
- Scissors and sticky tape
- Cards / pictures
- Writing and drawing supplies: paper, pens, pencils and markers
- Stack of newspapers and magazines, glue, sticky tack or sticky tape.
- Card sets - plan carefully how many card sets you will need - depend on the number of learners-tables (we would recommend to have at least 4 sets)
- A device to play music on
- Projector for videos and computer to play
- A transferable space suitable for different activities - to be able to move tables, chairs, etc.
- Internet access

Presentation of the training module 6

PREPARATION (before the participants arrive in the room)

1. Define program objectives and Module 6 learning objectives and outcomes.
2. Develop your own plan of delivering this module based on defined objectives, time and resources that you have. Have written/printed agenda of the activities, transition exercises and breaks. Please, keep in mind the Course outline (teaching scenarios) is the longest version of this module. This means that if this module is a part of course with other GRIT modules you can plan and choose from the activities there. However, if you are going to deliver this module only, you can use the Course outline (teaching scenarios) the way it is.
3. Analyse the answers to the questionnaire **M6 Assessment survey** and take this into consideration for your plan.
4. Analyse the answers to the questionnaire **Trainees' Pre-training questionnaire** and take this into account when adapting your teaching.
5. In case you expect a diverse group of trainees, you might consider setting up course rules. If so, they need to be explained and agreed on at the very beginning of the training. It is useful to have them around, e.g. printed "Course rules".
6. You might consider preparing and using other supplementary things like "Training Course Timetable", "Training Course Poster" on the door or near the entrance (if appropriate).
7. Prepare Materials and Resources:
 - Gather the required materials and resources - handouts, slides, activity materials, audiovisual equipment, and any additional tools or resources specific to the workshop activities.
 - Do the printout documents for each participant. Check the '**Document for each section to print out**' or in description of each activity (Under Materials) to see the needed documents.
8. Create visual aids and/or presentations.
9. Consider and develop a backup plan. What should you do in case of too much or too less time, in case of too active or too passive participants, or if there are some technical issues.
10. Plan and organise the room (work space, feedback space). Check that the equipment is working (video projector, etc.). You might consider some time to tune yourself. Friendly advice - do not forget to bring water with you. The more we talk the more water we need:)

Enjoy your journey!

Course Outline / Teaching Scenario module 6

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
<p>Welcome and Start-up</p> <p>15mn</p>	<p>Create a safe environment essential for learning</p> <p>Present the training module and the learning progression</p> <p>Agree on the rules for life within the group during the training course</p> <p>Show that the answers to the trainees' pre-training questionnaire have been taken into account</p>	<p>Warm up: Presumably the expectation and introduction part have been conducted in Module 1. In case this is the first module of your current course, proceed to Course outline - "Welcome and Start-up" of Module 1.</p> <p>Define the Topic and Objectives of this module..</p>
<p>Unit-1 - introduction trust</p> <p>5-10min</p>	<p>Make a transition to TRUST to explain the importance of community engagement.</p>	<p>You could use the translation between family and policy makers.</p> <p>Use Motivational Training program - Unit 1, section 2. Activities and exercises</p>
<p>Unit-1 - Activity 1. Tree of expectations</p> <p>60min</p>	<p>This activity allows participants to reflect on what they want to achieve in this unit and consider what they are bringing to support this. It is an opportunity to hear more about the interests and experience of other participants. It also allows the facilitator to find out what the participants want to achieve through the programme. This should help facilitators design and adapt the delivery of the unit. Participants are invited to share their expectations for the unit, along with some of the skills they can contribute. These are posted onto a large drawing of a tree.</p>	

Course Outline / Teaching Scenario module 6

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit -1 - Theory introduction 20min	Subtopics to introduce: Why do we need to understand active citizenship? Active citizenship definitions Active citizenship process Values EU Values	Develop visual aids for the theoretical part.
Unit -1 Activity 2. Active Citizens vision 60min	The aims of this activity are: <ul style="list-style-type: none"> • building trust • Understanding sustainable development - locally and globally 	
Unit -1 - Reflection Activity 3. Concentric circles (Baseline targets) Or short reflection session 75min	Participants indicate how much they know about key subjects by placing dots on a target that represents degrees of understanding. The closer to the center, the greater the knowledge. It allows participants to note their starting point and monitor their progress during the unit.	Alternative reflection session: Reflection questions: What are your answers to the down listed questions? What is a key take away you are taking? How active involvement helps you to implore yourself, your kind of people, your community?

Course Outline / Teaching Scenario module 6

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit -2 - Introduction 10min	Warm up on the topic. In this Unit the aim is to create awareness about Identity and culture, and help learners to reconsider their approach tower topic.	Use Unit introduction to provide some hints. You can interlink this unit with Unit 1 here.
Unit 2 - Activity 1. Me and my identity 50-60min	It is an opportunity for participants to get to know one another and identify what they care about. Explore concepts of identity and community. Participants draw a picture representing themselves (rough human body) with a heart in the center. Around the heart they post words representing the things that are important to them. The closer to the heart, the more important it is. Participants share in pairs and in the wider group before debriefing.	
Unit - 2 - Theory introduction 20min	Subtopics to introduce:What is identity?How is it expressed? Why is identity important?What is culture? What is cross-cultural communication?	Develop visual aids for the theoretical part.
Unit - 2 - Activity ... 90min	Activity to explore the theoretical notions.	Upon Trainers choice: Activity 2. Barnga 60-80 min if you have time because this game allows learners to experience and experiment with cross-cultural differences Activity 3. Exploring cultural baggage

Course Outline / Teaching Scenario module 6

Title of the sequence	Teachers' objectives or Learning outcome : WHY?	Activities / Animation: What we do and HOW?
Unit 2 - Check the understanding 15-30min	Reflection session	
Unit 3 - introduction 10min	Warm up on the topic. The aim is to create awareness about Identity and culture, and help learners to reconsider their approach tower topic.	Use Unit introduction to provide some hints.
Unit 3 - Activity ... 60min	The aim is to Increase learners' awareness of the concept of assertiveness.	Upon Trainers choice: <ul style="list-style-type: none"> • Activity 1. Complete the test Gain personal self awareness via test results. • Activity 2. Assertive chair Shows these behaviours.
Unit - 3 - Theory introduction 20min	Subtopics to introduce:What is assertiveness?Why is assertiveness important?How to react assertively?	Develop visual aids for the theoretical part.
Unit 3 - Activity ... 40-60min	The aim is to develop an assertive way of thinking and communicating.	Upon Trainers choice:Knowing When to Speak Up - 20 min. Individually 20 min. Reflection Activity 3. Define the assertive reaction
Conclusion of unit 3 + check the understanding Conclusion of the Module 15-20min	Learners will reflect on their understanding and new gained knowledge . Group will finalise and close the topic of this module.	Key messages and takes away from the unit and the module.

Welcome and start-up of Module 6

The duration and the content of the introduction can be different if the learners are following 1 or the totality of the modules of the project. This introduction below is an example of the minimum that must be done, in the case where the learner is following only this module 6. It will create a safe environment.

OBJECTIVES OF THE START-UP :

- Create a safe environment essential for learning
- Present the training module and the the learning progression
- Agree on the rules for life within the group during the training course
- Show that the answers to the Trainees' pre-training questionnaire have been taken into account

DURATION :

30min (depending on the number of participants, on if participants know each other or not, if it is the first module or not...)

START-UP : STEP BY STEP



Optional: Play some pleasant background music while the participants are arriving and finding their places.

1. (20 to 30 min) Introduction to the module - get to know each other

- (5 to 10 min) Introduce yourself (and possibly your organisation).
- (5 to 20 min) The introduction allows participants to get to know each other
- (10 min) Explain briefly how the training project began and the partnership with ERASMUS+ Partners

Welcome and start-up of Module 6

Key Message :

“Welcome to the Character Development Handbook! In this program, we aim to provide adult trainers with the tools they need to motivate and upskill learners (adults, including NEETs) to increase their employability.

Through this program, trainers will gain a better understanding of GRIT and Growth mindset and be able to apply this knowledge and use this program as a tool to motivate and support adults in their training courses. Additionally, the program focuses on teaching learners (with the guidance of trainers) the importance of GRIT and a Growth mindset and ways to approach these topics. By learning the importance of GRIT and a Growth mindset, learners of this program will gain the skills and knowledge necessary to stay motivated and focused on their goals. They will also learn to be resilient and persistent in the face of adversity and to better understand themselves and their place in the world.

Remember :

The handbook consists of 6 modules:

1. GRIT and Growth mindset,
2. How to boost employability with soft skills,
3. Basics of positive psychology and emotional intelligence,
4. Self-awareness and understanding the different facets of self-concept,
5. Resilience & persistence,
6. Active Citizenship & European values.



Each module contains various Units that address different topics within the module's subject. Besides, each Unit provides a base for theory on the topic of the Unit and a description of activities that can be implemented with the guidance of the trainer.

Welcome and start-up of Module 6

What is this GRIT?

One might ask. Well, GRIT is a combination of passion and perseverance, and the Growth mindset is the belief that one's skills and abilities can be improved through effort and dedication. If you want to learn more, go ahead and read on!

Best of luck on your GRIT journey!"



2. (15 min) - Clarification of the course objectives and presentation of the course plan

Present the module objectives and timetable; making any necessary clarifications in relation to the expectations expressed during the preceding activity.

It is also important to quickly feedback the group's answers to the "Trainees' Pre-training questionnaire" and to the "M6 Assessment survey"

3. (15 min) - Clarification of the course rules

Remind the participants of the training schedule and that the training is conducted in English/local language, but that they should not hesitate to ask for further explanations or translations if they do not fully understand something.

4. (15-30 min) Icebreaker OR Weather of the day + end of each day to check evolution of the learners

You could start with (upon your consideration):

1. Temperature Check: weather of the day "sunny = good mood & motivated";
2. Any start you consider as appropriate;
3. Scuba diving into the Unit.

Unit 1 : Active Citizenship & European Values

OBJECTIVES:

- This unit is all about introducing you to the basics of active citizenship and European values. To upskill them on assertiveness and cross cultural communication

Learning outcomes:

- understand the concept of active citizenship;
- identify forms of civil society activity (or have references to them);
- understand the benefits of active citizenship;
- understand the meaning of values and why they are important;
- understand the common values adopted by the EU.



DURATION of Unit 1:

4h to 5h (depending on the number of participants)



Module introduction

Welcome dear learners in the last module of the GRIT program.

This module is a little bit different from the rest of the modules. Up till now you have been focused on yourself, your self awareness and self development. However, if we want to be successful we need to align with the environment that surrounds us, social environment - in particular. If we can grow ourselves, we can support our community to grow. That is why with this module we have focused on activeness in community development.

Here, we will do active citizenship, we will work with values. We will work on how to speak up in a way that we voice our position and to respect the position of the other person in the interaction. We will give a starting point to understand cross-cultural communication.

We hope this module will give some final assets to set the direction you want to go in life and professional development and to pursue in going there.

Good luck:)

1. Unit Introduction :

"No one is born a good citizen or a good leader; it takes time and education." /Kofi Annan/

Active citizenship and European values, sounds familiar and unfamiliar at the same time. People expect to read them on the news, TV or at program degree titles. However, usually we do not associate them with something useful for ourselves. In this unit we will take a closer look at these terms, to be able to know them better, to understand them better, to make more out of them.

Transition to the topic

Let us think about your family, friends and people you have a good relationship with. Let us think about:

Why are they important to you?

What keeps you together?

Do you feel safe and supported by them?

And vice versa. Do they feel safe and supported by you?

What is one of the most important elements of a sustainable relationship?

TRUST!!!

Many things have been said about trust. Here we will stick to the following.

Trust is a willingness to be vulnerable to the actions of others because we believe they have good intentions and will behave well towards us.

When we trust other people, we give them the power to take actions that will impact us, because we believe that these actions will be good.

Governments and institutions need people to trust that they will make good decisions. Without trust, they don't have the power to make productive changes for the community. At the same time trust in institutions gets lower and lower.

Why?

Trust is broken when we have a limited understanding of how a decision has been made or feel that leaders are out of touch. There are many reasons for that. For example, governance processes become more specialised and complex, the distance also increases between citizens and decision-makers and we can feel disconnected. It's essential to bridge that gap, especially when the solutions required to combat incredibly complex issues

Community engagement allows people to interact with decision-makers and provide input.

2. Activity-1: Tree of Expectations (60min)

This activity allows the facilitator to find out what the participants want to achieve through the programme. This should help facilitators design and adapt the delivery of the unit. Participants are invited to share their expectations for the unit, along with some of the skills they can contribute. These are posted onto a large drawing of a tree.

Instructions given to learners

This activity allows you to reflect on what you want to achieve in this unit and consider what you are bringing to support this. It is an opportunity to hear more about the interests and experience of other participants. It also allows the facilitator to find out what the participants want to achieve through the programme. We are going to do that by posting onto a large drawing of a tree.

The trainer draws the tree of expectations on a large piece of paper (four sheets of flipchart connected with sticky tape in a square shape). Make sure to bring sufficient sticky notes for the group to have at least five each. Write this quote in large on a flipchart sheet and place it on the wall.

“The source of a tree’s strength is its root system, and everything that comes after. As the tree grows, it is supported and anchored by the roots. Where are our roots and how can we nourish them? “

The facilitator makes a drawing of a tree and puts text as described below.

- Roots: Skills, attitudes, connections we are bringing.
- Trunk: The ways we work together.
- Leaves: What we want to have achieved by the end of this event.
- Fruit: Long-term outcomes that we want.

Approach

1. Place this tree on the wall with a large space (one meter) around and below. Share that we can imagine the Active Citizens unit as a tree with the vision of the unit as the fruit of the tree. Share with the group: for a tree to grow strong and healthy it depends on its roots, and the group represents the roots.
2. Ask participants to write in capital letters on separate sticky notes any attitudes/ experiences/skills they are bringing to this workshop (no more than three). Ask them to include their name on each sticky note.
3. Ask participants to place these at the roots of the tree.
4. Using different-coloured sticky notes, ask participants to write what they want to have achieved by the end of the unit and place them around the branches of the tree.
5. While participants are placing their sticky notes, ask for one or two volunteers who have completed the task to help you group the sticky notes. Where participants have written similar things you should put them together in groups.
6. Finally, invite participants to give suggestions for helping the group work well together, for example 'respect one another's opinion' and 'turn off mobiles'. Note these suggestions and place them around the trunk.
7. Ask them to place the sticky notes around the leaves, and what they want the programme to achieve in the long term around the fruit.
8. Summarize the outcomes for the group.
9. Share the unit agenda.
10. Explain how the expectations given by the participants are linked to the unit agenda and vision.

3. Theoretical background (30min)

Learning outcome of the following theoretical part is:

- to understand the meaning of values and why they are important;
- to understand the common values adopted by the EU.

Tips for theoretical step

- Develop your own precise plan;
- Take time to get familiar with the topic;
- Please, bear in mind that this topic is a bit different than the others, thus it might require more time for you to do your own search;
- Develop some visual aids.

Why do we need to understand active citizenship?

We live in a world of major geopolitical shifts and life-changing technological innovations.

We face new challenges:

- the rise of nationalism,
- increasing demands for privacy, in the wake of widespread data leaks;
- balancing growing human needs with planetary and environmental limits,
- the impact of sophisticated automation on people's lives.

The list is long and there is undoubtedly room for all stakeholders - policy makers, civil society, business, media, academia - to act responsibly to build a stable, sustainable and peaceful world. In this context, active citizenship has become even more important.

So active citizenship is important. But what does it mean?

Active citizenship definitions:

- Active citizenship is about people getting involved in their communities and in democracy at all levels, from local to national and global.
- An active citizen promotes the quality of life in a community through both political and non-political processes, developing a combination of knowledge, skills, values and motivation to work to make a difference in society.
- Active citizens are people who feel inspired. They are people who feel motivated and empowered to make a difference. People who have the drive and the know-how to make sure ideas don't just stay ideas.

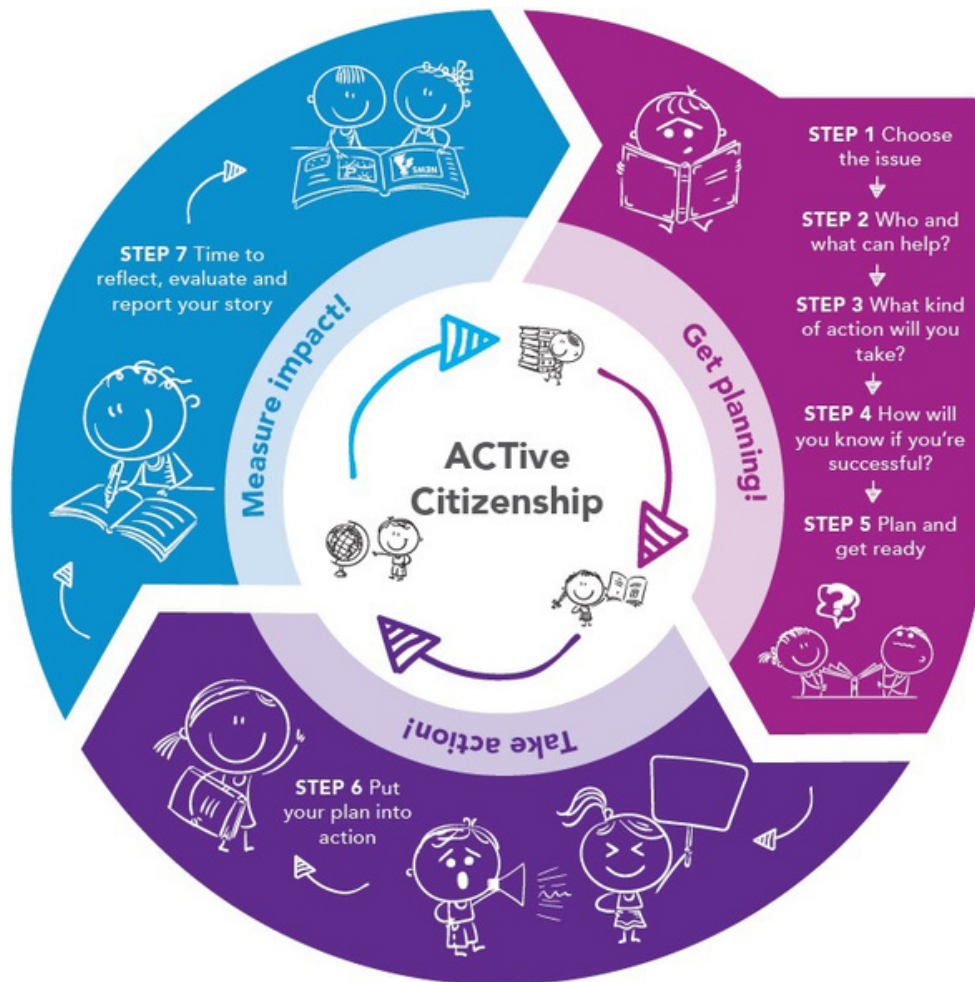
Given today's low levels of civic engagement and participation, it is crucial to promote active citizenship. The most important thing that active citizens have in common is that they seek to build trust within and between communities. And they do so with ingenuity and imagination.

Active citizenship is associated with an active citizenry, empowered to take flexible decisions and characterised by influential citizen participation, which includes activities such as voting, attending public hearings, serving on citizens' panels and participating in public opinion analysis. Active citizenship is about people getting involved in their local communities and in democracy at all levels, from town to city to national level. Active citizenship can be as small as a campaign to clean up your street or as big as educating young people about democratic values, skills and participation.

How does it work?

Active citizenship process

There is a seven step process of active citizenship described in a diagram below:



Advice & Tips on How to Show Good Citizenship:

- Encourage others to make a difference;
- Volunteer;
- Start a blog about local issues;
- Participate in the community;
- Stay informed about the world around you;
- Protect the environment;
- Respect the rights and property of others;
- Take responsibility for your actions;
- Organise a community meeting;
- Help people in need;
- Have a good understanding of government

Values

What is a value?

Values are individual beliefs that motivate people to act in one way or another. They act as a guide to human behaviour. In general, people tend to adopt the values with which they have been brought up. People also tend to believe that these values are "right" because they are the values of their particular culture.

Why do we need to think about values?

Trust flourishes where values - both individual and collective - are known and discussed.

EU Values

The European Union is founded on the following set of values:

- Human dignity

Human dignity is inviolable. It must be respected and protected. It is the very foundation of fundamental rights.

- Freedom of movement

Freedom of movement gives citizens the right to move and reside freely within the Union. Individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter of Fundamental Rights.

- Democracy

The EU operates on the basis of representative democracy. Being a European citizen automatically gives you political rights. Every adult EU citizen has the right to stand as a candidate and to vote in elections to the European Parliament. EU citizens have the right to stand as a candidate and to vote in their country of residence or origin.

- Gender equality

Gender equality is about equal rights for all citizens before the law. The principle of gender equality underpins all European policies and is the basis for European integration. It applies in all areas. The principle of equal pay for equal work was enshrined in the Treaty of Rome in 1957.

- The Rule of law

The EU is based on the rule of law. Everything the EU does is based on treaties, agreed voluntarily and democratically by EU countries. Law and justice are upheld by an independent judiciary. EU countries have given the European Court of Justice the final say - its decisions must be respected by all.

- Human Rights

Human rights are protected by the EU Charter of Fundamental Rights. These include the right not to be discriminated against on grounds of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, the right to the protection of your personal data and the right of access to justice.

4. Activity: Active Citizens Vision (60min)

Preparation and materials

Stack of newspapers and magazines, paper, pens, coloured marker pens, glue, sticky tack or sticky tape. Spaces should be prepared for the gallery walk. Write the Active Citizens vision on a flipchart paper and pin to the wall in a place all can see it.

*A world where people are empowered to engage peacefully and effectively with other cultures in the sustainable development of their communities.
(Vision statement, British Council)*

Approach

Explain to the group that the vision has two principal ideas: building trust and understanding locally and globally, and achieving sustainable development. When working with a community, facilitators might find it useful to uncover other terms that reflect the same spirit/meaning and are embedded in local language and customs. (five minutes)

1. Split the group into smaller groups (five or six participants).
2. Identify which groups will focus on 'building trust and understanding' and which groups will focus on 'sustainable development'.
3. Give each group a sheet of flip charts that has been prepared (see Table below). Flipchart drawing for trust and understanding exercise:

What do you understand by the term 'building trust and understanding'?	
What are the challenges to achieving trust and understanding in your community?	What are you proud of about your community that could help us to build trust and understanding?

*'Sustainable development is meeting the needs of the present without compromising the ability of future generations to meet their own needs.'
The World Commission on Environment and Development 1987*

4. In their groups, participants discuss what they understand by 'building trust and understanding' or 'sustainable development'. They write their comments in the top box of the flipchart.

5. After 20 minutes ask participants to give examples from their own experience of the challenges that their communities face in achieving 'trust and understanding' or 'sustainable development'. Ask the group to capture these challenges by writing them in the left-hand column on the flipchart. Ask the group to consider how these challenges might be different for different groups within the community (boys, girls, women, men, people from different ethnic groups, with disabilities and so on). Then ask the groups to capture all the challenges by writing them or illustrating them on sheets of paper or cutting out images from newspapers and magazines provided. (30 minutes)

6. Repeat steps 4 and 5 but this time ask the groups to consider what they are proud of in their community that could help in building trust and understanding or sustainable development. (35min)

7. Ask the group to place the text/images on the wall, in separate sections for 'trust and understanding' and 'sustainable development'. Invite participants to take a gallery walk (see page 35) with people from other groups.

8. Put the groups into clusters of three. Each cluster must have at least one group from 'building trust and understanding' and one from 'sustainable development'. Each of these three groups must now share their flipcharts to one another. (20min)

Debrief

- What was learned during the exercise? What inspired the group?
- What change is required in the community to achieve our vision?
- Do they see any relationship between trust and understanding, sustainable development and engaging peaceably?
- Do they see any relationship between the two topics 'building trust and understanding' and 'sustainable development'?
- What opportunities might there be for social action?
- How might both the challenges and opportunities for social action be different for different groups?
- Share with the group that the vision of Active Citizens is their vision.

5. Check the understanding of unit: Concentric Circles **(Baseline Targets) (60 min)**

Participants indicate how much they know about key subjects by placing dots on a target that represents degrees of understanding. The closer to the center, the greater the knowledge. It allows participants to note their starting point and monitor their progress during the unit.

Preparation and materials:

Flipchart, flipchart pens and sticky notes.

Draw Concentrated circles as a large flipchart drawing (four sheets of flipchart stuck together using sticky tape).

Pin up outcomes from the previous activity - Tree of expectations.

Approach

1. Identify the three summary outcomes that participants wrote most in the branches section, for example 'Understand the Active Citizens unit and my role'.
2. Write one of these expectations above each target.
3. Ask the group to each take a blue marker pen and place a dot on the target. Tell them that placing the dot towards the center indicates they are already close to achieving this expectation, whereas placing the dot towards the outside indicates they still have a long way to go.
4. Perform it at the end of this module: Keep these targets throughout the unit delivery. In the last part of the workshop, return to these targets and ask participants to mark a dot again using a different-coloured marker. This will tell you how successful the workshop has been in fulfilling participants' expectations.

Tips for the activities step

In case of shortage of time or upon your decision you might replace the above described activity with a simple reflection session.

Reflection questions:

- What are your answers to the above listed questions?
- What is a key take away you are taking?
- How active involvement helps you to improve yourself, your kind of people, your community?

6. Conclusion of the unit (5 min)

The key message/points to keep in mind of this unit is/are

- What is active citizenship and why it is important;
- What are the common EU values;

You might decide to share additional information with the learners:

- <https://www.euca.eu/activecitizenship>
- https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf
- <https://www.icdetbg.eu/post/view-what-makes-an-active-citizen>
- <https://www.weforum.org/agenda/2018/04/civil-society-must-adapt-to-survive-its-greatest-challenges>
- https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en
- <https://www.socialpinpoint.com/blog/how-to-build-trust-through-community-engagement>

Unit 2 : Identity & Culture



OBJECTIVES:

Learning outcomes:

- Understand (or rather define) the concept of culture;
- characterise the composition of culture;
- develop skills for effective cross-cultural communication.



DURATION of Unit 2:

3h to 4h (depending on the number of participants and decision of the trainer)

1. Unit Introduction:

Did you know that identity is actually a mathematical concept? It belongs to the scientific theory of social mathematics, first studied in the late 18th century by the French mathematician and philosopher - Marie Jean Antoine Nicolas de Caritat, marquis de Condorcet. Identity refers to the algebraic concept of equality between citizens in terms of their legal rights and duties.

2. Activity-1: The Week Ahead (15min)

The learning outcome of this activity is:

The description of the exercises raises awareness of identity and culture and helps learners to rethink their approach to the subject.

It is an opportunity for participants to get to know one another and identify what they care about. Explore concepts of identity and community. Participants draw a picture representing themselves (rough human body) with a heart in the center. Around the heart they post words representing the things that are important to them. The closer to the heart, the more important it is. Participants share in pairs and in the wider group before debriefing.

Preparation and materials:

Pens, flipchart paper, an example outline of a person/body with a heart.

Approach

1. Ask participants to each take half a sheet of paper and draw a basic outline of a person or another image that they feel represents them (e.g. hammer or flower) on the paper. At the center of the image they should draw a small heart.
2. Participants then take sticky notes and write the things that are important to them as individuals on each note (at least five), for example 'family', 'religion', 'sport', 'money', 'success' or a personal principle or opinion or a place.
3. They should then place the sticky notes onto the sheet – closer to the heart if it is important and further away from the heart if they feel it is less important.
4. Ask the group to get into pairs, ideally with people they don't know well, and share with the other person about themselves. Participants should share only what they are comfortable with sharing.
5. Now ask the group to place all of their images together (on a wall, tables or the floor). Invite participants to walk around all the images, noticing similarities, differences and things that make them curious.

Debrief

Invite the participants to sit or stand around the images. Begin the debrief:

- How did that activity make you feel? Why?
- Explain that talking about things we care about motivates us and can make us feel proud. It can also make us feel more connected with others. To motivate people and build trust and understanding, we need to "touch their heart as well as their head".
- It could make us feel uncomfortable and vulnerable as we reveal things to others about ourselves and discover things about others. Sharing with others is challenging and takes time and sensitivity.
- Were there similarities/differences in the group?

- We often share common identities with many people including those whom we assume to be very different.
- In the group each of us has experienced life in a different way. By understanding more about the different perspectives and experiences of other people in the group, we can see a bigger picture.
- Share with the group: 'These pictures tell us something about our personal identities. Can anyone share an example of when their identities changed?' (Do the sticky notes move at different times in your life?) How did they change? And why do you think this was? How did this make you feel?'

Examples: When I became a mother or father. When I got married. When I got divorced. When I quit/lost my job. When I traveled to another country.

Ask: 'Does the same apply to our cultures? For example, our national culture or ethnic culture?' Yes, our cultures and identities are not fixed – they age. To improve our understanding of ourselves and others it is important to understand more about the circumstances, context and influences common in every society (for example, gender relations) that helped to form our identities and cultures. As we move forward, what are the parts of our own cultures that we would like to build on, and where would we like to see change? (Check how this is different for different people in the group.) Why are these changes needed?

If you want to go deeper - optional

Identities under pressure. To go deeper you may wish to share this with the group: 'When we share identities with other people our relationship with them is usually strengthened. This helps us to feel safe and secure. As diversity increases we might feel less secure and more disconnected from our social environment. Events around the world show that people can respond to this in many different ways, including by vigorously defending and promoting their identities and by valuing differences, building trust and understanding, and finding shared identities between different groups'. Ask the group: 'Can you think of examples of this?'

3. Theoretical background (30min)

The learning *outcome of the following theoretical part is:*
Here we will focus on the concepts of identity and culture.

Tips for theoretical step

- Develop your own precise plan;
- Take time to get familiar with the topic;
- Please, bear in mind that this topic is a bit different than the others, thus it might require more time for you to do your own search;
- Develop some visual aids.

What is identity?

Identity is our unique sense of self. Some people argue that a person also has a predetermined sense of self. Your personal identity is made up of all the beliefs, values and interests that you feel define you as an individual, and your social identity includes the race, religion, language, gender roles and cultures with which you are identified in the wider society. Each of us has multiple social identities, for example we may be a student, an activist, a mother, a fan of a particular sports team. Some of these influences are historical, current, contextual or aspirational.

As we move through life, our identities change as we encounter new people, experiences and environments. These shape us and the cultures and communities of which we are a part. There are many times when our identities can change, such as during our teenage years, when we get married, when we become parents, or during a period of social displacement. There can be difficult times within our identity when different and sometimes conflicting influences affect us. For example, today's adults are influenced by the new culture of all the technologies, as well as new cultural influences emerging as a result of globalisation.

There may be a difference between how you see yourself and how others see you. There are certain groups of people, such as politicians, the media, religious groups and activists, who are particularly influential in shaping how different social groups are viewed in society. How different groups are perceived affects the level of equality and justice in society. For example, some people may claim that foreigners are less capable or less deserving of rights than locals. This may be reflected in the cultural norms of wider society and even in legal practice. This in turn may undermine the ability of foreigners to fulfil their potential and access the same opportunities, resources and skills as men. However, others may disagree with these attitudes and behaviours and seek to change the norms and practices.

How is it expressed?

Our identities are both visible (e.g. through the clothes we wear or the food we eat) and hidden (e.g. our beliefs and values, the groups we belong to). Our identities are more hidden than visible and as a result the assumptions we make about other people may be wrong.

Why is identity important?

- It contributes to our sense of self, our self-esteem and our sense of belonging.
- It informs our values and goals, shapes our understanding of the world and guides our choices.
- A strong sense of identity can become a source of conflict and a justification for the oppression of other individuals and communities with different identities. It influences the way we perceive other people. It helps to identify flashpoints for disagreement or conflict.
- It can support the development of new, productive relationships. Exploring our identity can enable us to learn and grow as individuals. It can provide new perspectives and facilitate intercultural and interpersonal dialogue. It helps us to look beyond everyday assumptions and to develop new opinions and cultural reference points that provide a new and better understanding of ourselves and others.
- A better understanding of the identity of others enables us to understand the influences, opinions, attitudes and needs of different people and cultures. In the longer term, it helps us to develop skills of critical thinking, strategic analysis and research.

What is culture?

Culture is a set of values, beliefs, attitudes and behaviours that are learned and shared within a society. Something becomes part of the culture when clear patterns of behaviour are established within the group or community. Cultures are often visible, made up of easily identifiable expressions such as food, dress, music and dance, and more internal expressions such as attitudes to nature, family, right and wrong...

Gender, race, ethnicity and other identities are critical aspects of culture because they shape the way everyday life is lived in the family, but also, for example, in the wider community, the workplace. This influence can be both positive and negative. For example, every culture has important practices that celebrate life cycle transitions, getting a new job, etc.

Many of these traditions promote cohesion and unity. Cultural practices form a kind of community contract. They help people understand and interact with each other, and provide a sense of protection, expectation, belonging, pride and identity. It can also create norms of behaviour that bind the community and can be used to understand or explain different cultures. Cultures, like identities, are not static - they are constantly evolving and changing

What is cross-cultural communication?

- Cross-cultural communication refers to the exchange of information and meaning between individuals or groups from different backgrounds.
- Effective cross-cultural communication is necessary to bridge potential gaps in the workplace and society, including differences in
- Language: Completely different languages, dialects of the same language - even strong regional accents
- Cultural norms: For example, shaking hands vs. bowing when meeting someone
- Geographical location: Different countries, but also different cities (or even neighbourhoods!)
- Time zone: Especially critical for businesses that rely heavily on remote communication, but relevant to any business that operates beyond the local level.
- Age: including the values and perspectives of different generations
- Education: For example, business leaders with PhDs communicating with interns working towards their bachelor's degree.
- Work culture: The different cultures of individual companies, which can affect interactions with different partners and suppliers.
- Communication style: For example, a business leader who focuses on the bottom line communicating with a colleague who takes a more personal, big-picture approach.

4.1 Activity: Cultural Baggage Exploration (60min)

Participants draw representations of the cultural baggage that they carry (the things we carry from our cultures that influence our point of view). These are shared in the group and reflected on.

Preparation and materials A4 paper, pens.

Approach

1. Reflect on the points raised by the group about how to work effectively with difference. Introduce the idea that acknowledging 'cultural baggage' can help us to have effective conversations with differences.
2. Introduce the idea of cultural baggage: the things we carry with us from our cultures that influences our perspective. Perhaps it's from history, religion, occupation, politics, national character – they can be both positive and negative influences. The facilitator can share an example from their own lives, for example 'In my culture we value the wisdom of older people', 'in my culture it is not good to be too proud of your achievements'.
3. Invite participants to leave the room taking paper and pens. They have ten minutes to draw a suitcase bearing three or four words that represent their own cultural baggage.
4. On re-entering the room, the participants leave their baggage by the door, face down. The facilitators select at random a number of 'cases' (or run a gallery walk) and explore: – what they have written – why they have identified it as cultural baggage – where it comes from. For example, a particular cultural dimension, history, religion, colonial expansionism, occupation, politics, revolution, evolution, national character, gender stereotypes and assumptions – whether it is broadly positive or negative – whether it ever gets in the way, clouds judgment, affects decisions or leads to exclusion.
5. The facilitator invites the group to reflect on how acknowledging our cultural baggage could help us to communicate with differences (people who are different from us).

Alternative approaches to exploring identities and culture

There are many creative ways to explore issues related to identity and culture. Here is a summary of some brilliant ideas applied by Active Citizens facilitators in different parts of the world.

- Share stories of growing up. Use the dialogue approach 'Fishbowl' to provide a space for people to share their experiences of growing up in the community. How did their identities take shape? How were they influenced by different cultures?
- Visit places of cultural interest. Identify where to visit; it could be a place where multiple cultures live side by side, a popular spot for cultural activity, a museum, gallery or monument. What do you notice? Explore different ways of looking.
- Watch a film about cultures and intercultural encounters. Examples of relevant films: Baraka (Ron Fricke, 1992), Babel (Iñárritu, 2006).
- Find images of identities and cultures. Find photographs or images of different identities or cultures in the media that reflect strongly held cultural assumptions or which break from them. Discuss the impact of the assumptions on individuals and cultures
- Cultural objects. Invite participants to bring objects that represent something they are proud of about their culture. Use these to support the process of getting to know one another or combine them with the 'wall of greatness' activity.

Research the history of a culture or place. Participants carry out a research task, reflecting on how a particular culture or place has developed over time. They can represent this through words, film, movement, essays and so on. A space can be given for sharing.

4.2 Activity: Barnga (60-120min)

You can introduce yourself with this game on the link below. There is a detailed description.

<https://collaborate.uw.edu/online-training-and-resources/faculty-development-ipe-training-toolkit/barnga-learning-activity/>

Please, keep in mind that here you need specific supplies, like printed instructions and rules (you can find them on the link above and in the Printing folder). You also need card sets, equal to the number of tables you are going to set.

It is a powerful game, so it is worth doing.

5. Check the understanding of unit (15-30 min)

Reflection session:

- How do you feel after this unit?
- Are there any burning questions that you would like to explore further?
- Why is self-awareness and exploration of identity and culture important for building trust, understanding and sustainable development?
- What are the challenges for you in knowing your identity and being open to others?
- What are the opportunities for you in knowing your identity and being open to others?

6. Conclusion of the unit (5 min)

The key messages/points to keep in mind from this unit are:

- Understanding identity;
- Becoming familiar with the concept of culture and cross-cultural communication.

Additional info sources:

- <https://dis-blog.thalesgroup.com/identity-biometric-solutions/2020/09/15/what-is-identity-and-why-is-it-important/>
- https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf
- <https://www.grammarly.com/business/learn/cross-cultural-communication>

Unit 3: Assertiveness

OBJECTIVES:

This unit deals with assertiveness. We are looking to answer questions like what is assertiveness and how to deal with it.

Learning outcomes:

- understand the concept of assertiveness;
- understand the benefits and drawbacks of assertive behaviour for their lives and employability;
- differentiate between passive, aggressive and assertive types of behaviour;
- formulate assertive reactions.



DURATION of Unit 3:

3h to 3h30 (depending on the number of participants and the decision of the trainer)



1. Unit Introduction:

"The duty we owe to ourselves is greater than the duty we owe to others." ...

"If you're not at the table, you're probably on the menu." ...

"To be passive is to let others decide for you. ...

Assertiveness is a healthy way of thinking and communicating. It's the ability to stand up for yourself in a way that is honest and respectful. Every day we're in situations where being assertive can help us - like asking someone out on a date, asking a boss a question, or doing well in a job interview. Being assertive doesn't come naturally to everyone. Some people communicate in a way that is too passive. Others have a style that is too aggressive. Which is the assertive way... we are about to find out :)

2. Activity-1.1 Complete the Test (15-30 min)

Please find the test on the following link!

<https://positive.b-cdn.net/wp-content/uploads/2021/06/Assertiveness-Self-Evaluation-Exercise.pdf>

The test could pre pre-work in case of a shortage of time.

Debrief:

- What outcomes do you get;
- Do you think they describe you;
- What thoughts would you like to share?

2. Activity-1.2 Assertive Chair (40-60 min)

The aim here is to demonstrate these behaviours.

Ask someone who you think is fairly strong and assertive to sit in a chair in the middle of the room.

Choose 4 other people and assign them a behaviour type - assertive, aggressive, passive, passive-aggressive - and tell them that their task is to persuade the person in the chair to give up the chair. This will put the behaviours you have already discussed into context.

Debrief:

- Does something surprise you?
- Let us analyze the 4 role players behaviour - who achieves what and how?
- Which behaviour is the most suitable for you?
- Why?
- What are the pros and cons of this type of behaviour?

3. Theoretical Background (30min)

Learning outcomes - Learners will be aware of the concept of assertiveness and the drawbacks of assertive behaviour and will be able to distinguish between passive, aggressive and assertive types of behaviour.

Tips for theoretical step

- Develop your own precise plan;
- Take time to get familiar with the topic;
- Please, bear in mind that this topic is a bit different than the others, thus it might require more time for you to do your own search;
- Develop some visual aids.

What is assertiveness?

Assertiveness is a skill that is often mentioned in social and communication skills training.

Being assertive means being able to stand up for your own rights or those of others in a calm and positive way, without being aggressive or passively accepting that you are 'wrong'.

Assertive people are able to get their point across without upsetting others or becoming upset themselves.

Definitions

- Assertiveness means standing up for your personal rights - expressing your thoughts, feelings and beliefs in a direct, honest and appropriate way.
- When we are assertive, we should always respect other people's thoughts, feelings and beliefs.

People who are assertive always respect other people's thoughts, feelings and beliefs as well as their own.

Assertiveness is about being able to express your feelings, wishes, needs and desires appropriately and is an important personal and interpersonal skill. In all your interactions with other people, whether at home or at work, with employers, customers or colleagues, assertiveness can help you to express yourself in a clear, open and reasonable way, without undermining your own or others' rights.

Assertiveness enables individuals to act in their own best interests, to stand up for themselves without undue anxiety, to express honest feelings comfortably, and to assert personal rights without denying the rights of others.

Passive, Aggressive and Assertive

Assertiveness is often seen as the balance point between passive and aggressive behaviour, but it's probably easier to think of the three as points of a triangle.

What is assertiveness?

Being assertive means considering your own and other people's rights, wishes, wants, needs and desires. Assertiveness means encouraging others to be open and honest about their views, wishes and feelings, so that both parties act appropriately.

Assertive behaviour includes:

- Expressing wishes, thoughts and feelings openly and encouraging others to do the same.
- Listening to the views of others and responding appropriately, whether you agree with them or not.
- Taking responsibility and being able to delegate to others.
- Regularly expressing appreciation to others for what they have done or are doing.
- Admit mistakes and apologise.
- Maintain self-control.
- Behave as an equal to others.

4. Activity 2.1 - Knowing When to Speak Up (30min)

Please, open the following link and fill in the responses required!

<https://positive.b-cdn.net/wp-content/uploads/2021/06/Knowing-When-to-Speak-Up.pdf>

4. Activity 2.2 - Define the Assertive Reaction (40-60min)

The aim is to find out whether the response is assertive, passive or aggressive. Change it to an assertive one.

Situation: The barmaid serves you the wrong drink in the pub.

Response: "What do you call this? I asked for a shandy, not lager - get your act together, love."

Situation: A new colleague, with whom you share an office, smokes continuously. You dislike the smell of smoke.

Response: "Gosh, I've really got a headache, but then smoky atmospheres always bring on my migraine."

Situation: You are feeling put upon at work and decide to ask for a higher grade.

Response: "I'd like to talk about my grade with you. Please could we meet next week to discuss it further?"

Situation: You are waiting to pay for some shopping but the two sales assistants at the till are deep in conversation and appear to be ignoring you. What would you do? How would you say it?

Situation: Your employer expects you to take on extra work but your existing workload is already very heavy. You make a mistake at work and your supervisor tells you off in a very abrupt and angry manner.

What would you do? How would you say it?

Debrief

Let trainees tell their thoughts. The facilitator makes adjustments if needed.

5. Conclusion of the unit (5 min)

The key messages/points to keep in mind from this unit are:

- Awareness of the three types of behaviour - assertive, aggressive, passive;
- The ability to create assertive responses is a great asset to improve both your personal and business life.

Additional information:

- <https://www.skillsyouneed.com/ps/assertiveness.html>
- <https://positivepsychology.com/assertiveness-training/>

Course evaluation and conclusion



Participants look back at the ground that has been covered during the course and prepare how they will apply what they have learned. Participants give feedback about the course and make recommendations for ways of improving it.

OBJECTIVES :

By the end of module 6, the trainers will remind the trainees the module objectives and check their achievement for everyone.

In this module, learners were exposed to different concepts that will make them aware and empowered to influence their environment, whether on an individual or institutional level. Learners will step into the shoes of active citizenship, EU values, identity, culture and assertive behaviour. It will enhance their ability to maintain a balance between their needs and beliefs and the needs and beliefs of others. This will enhance their individual and social cohesion.

DURATION :

30min (depending on the number of participants)

STEP BY STEP:

1. Written course evaluation (15min)

Hand out the course evaluation forms:

- Activity post-assessment (skills) for learners
- Satisfaction

Ask participants to fill in their forms. Ask them to give full answers as much as possible and to write clearly in the language chosen for the training.

Point out that the continual improvement of quality applies to training

Course evaluation and conclusion



2. (30-60 min) - Oral feedback about the course

You could ask each participant, one by one, to go and get the Post-its they stuck on the wall on the first day of the course, with their expectations written on them.

They should then stick their Post-its on one of the three paper boards you have previously prepared (Expectations fully met, expectations partially met, expectations not met) and comment on these expectations, saying why they have been satisfied, partially satisfied or have not been satisfied. Do not hesitate to reply to any comments that you feel it is important to respond to. It is important not to leave any expectations unaccounted for.

Hopefully you will have anticipated this exercise by attempting to respond to each relevant expectation during the course and by establishing which objectives were not relevant during the introduction when you presented the course objectives and limits!

If, however, there remain expectations that have not been met, try to recommend other resources or training courses that could be helpful.

3. (15-30 min) follow up and closure

- So What?: Have students answer this prompt: What takeaways from the lesson will be important to know three years from now? Why?
- Family Hotline: ask learners to write down an interesting question about the module topics that they can bring home and discuss it over dinner.
- DJ Summary: Learners write what they learned in the form of a favourite song. Offer extra praise if they sing.
- Gallery Walk: On chart paper, small groups of learners write and draw what they learned. After the completed works are attached to the room walls, others learners affix sticky notes to the posters to extend on the ideas, add questions, or offer praise.