

# INKEY Tailored Learning Programs

Learning Blocks

# Document Information

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# 1. Introduction

The IO2 – INKEY Tailored Learning Programs was developed as part of INKEY Project, co-financed by the Erasmus+ Portuguese National Agency, coordinated by Contextos - Cooperativa para o Desenvolvimento e Coesão Social CRL (Portugal), in partnership with Lascò Srl (Italy), Femxa (Spain), CSI (Cyprus) and Kean (Greece). This document is the second of a total of four publications, or Intellectual Outputs (IOs), that result from the INKEY project:

- IO1 – "LifeComp for the Employability of young NEETs: State of Art and Best Practices".
- IO2 – INKEY Tailored Learning Programs.
- IO3 – INKEY E- Learning Platform
- IO4 – Toolkit for Youth Workers and Trainers.

The IO2 - INKEY Tailored Learning Programs, aims to provide a set of activities that youth workers can implement with young people to achieve the following objectives:

- To increase the quality and effectiveness of the empowerment actions of the organizations and professionals working with young NEETs.
- To equip youth leaders, youth workers and trainers with knowledge, skills and innovative tools to empower young NEETs.
- To increase the key competencies of young NEETs, to let them unleash their dynamic potential, self-regulate their emotions and behaviors, cope with complexity, be thriving individuals, responsible social agents, and reflective lifelong learners.

Each competence category collects a set of activities that can be implemented with young people to foster their knowledge and competences in different areas. Each activity table collects the following information:

- Expected learning outcomes;
- Group size and format (online or in person);
- Time required to implement the activity;
- Preparation work for the trainer;
- Instructions for the activity delivery, including all the small steps needed to implement the session;
- Needed materials and additional resources.

## Who is this publication for?

This publication is for youth professionals and organizations that want to help to enhance the employability of Young NEETs

## How to use this publication?

The contents of this document should be used whenever a young person or youth worker feels the need to work with or develop young people's competencies within the framework of Life Comp. This document will be uploaded to the INKEY platform, where it will have a presentation in digital format.

Before carrying out the activities, the young person has to **answer an assessment tool/questionnaire** corresponding to a basic, medium, or advanced level of personal, social, and learning-to-learn skills. After obtaining the results of the questionnaire, a certain number of activities will be indicated for the young person to carry out, thus **creating the learning blocks**. These will consist of a maximum of 6 activities per competence, such as 3 for Basic level, 2 for Medium, and 1 for Advanced.

This document can be used in a non-formal education or informal education context, appealing to everyone's participation and involvement, always adapting to the educational/training context/environment, the characteristics of the young person and the group, and respecting their learning times.

This document is made up of **90 activities** integrated into the 9 Life Comp competencies, which can be carried out **individually or in groups, online, face-to-face, or hybrid, with a facilitator or on your own**.

**All the activities have a preparation, description, and resources, which can and should be adapted to the young person and the group.** Other activities require prior preparation of materials and content on the part of the young person or the facilitator, as they are designed to correspond as much as possible to the personal and group needs. Some activities have a more detailed format in terms of content (including answers to the questions asked), as they are designed to be carried out online (quizzes, games, questionnaires...).

When a young person finishes their learning block, they can go on to do other activities, as this work is intended to be constant and lifelong learning.

# PERSONAL AREA

1

## SELF-REGULATION

### Emoji Calendars

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The participant should develop the daily habit of recognising his emotional states and feelings. The learning outcomes are increase self-awareness and emotional intelligence.

#### Preparation

A calendar adaptable to any month of the year is presented to the participant in a CANVA or powerpoint slide presentation. A list of Emojis is presented with the meaning of each emotion for the participant to choose from.

#### Instructions

1. Fill in the selected month. (block out the 31st if that month does not have that day).
2. For each day, place the EMOJI that best describes the main emotion or feeling you felt that day.
3. At the end of the month, you should make a reflection on your calendar and record it in the "Personal reflection" field.

#### Materials

- Paper Calendar
- Pen ou pencil to draw the Emoji

#### Links to the resources

[👉 Get Emoji — All Emojis to ✂ Copy and 📄 Paste 🔥](#)

[100🇺🇸: All Emojis in 100+ Languages \(emojiterra.com\).](#)

<https://support.skype.com/pt-br/faq/FA12330/o-que-e-a-lista-completa-de-emoticons>

## 2

## SELF-REGULATION

### How Do You Feel?

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

Identification of how we have felt (emotions/emotional state) during the last week. Recognise the emotional state or emotions one wants to feel and identify the tools one can use to achieve them.

#### Preparation

For this activity, the person needs to have and organise the material ready for the start.

#### Instructions

1. Construction of an emotional graph "How are you feeling today?". Construct or use a circular graph (pie chart) placing the percentages of the emotions you felt today. Next to it, add the reason for these feelings.
2. Construction of an emotional chart "How do I want to feel?". Construct a new circular graph (pie chart) by placing the percentages of the emotions you want to feel. To the side add what needs to happen to feel these feelings.
3. This is time for action. " What do I need to do to achieve the emotional state in the previous point?". Describe 3 actions to personally accomplish and achieve the intended emotions.

#### Materials

- 2x Paper with a circle chart
- Pen
- List of emotions: amusement, anxiety, strangeness, desire, excitement, awe, fear, horror, boredom, calm, empathy, doubt, disgust, delight, nostalgia, satisfaction, adoration, admiration, visual appreciation, envy, romance, sadness, surprise, sympathy, triumph, interest and joy.

#### Links to the resource

Robert Plutchik – Wikipédia, a enciclopédia livre (wikipedia.org)  
[https://en.wikipedia.org/wiki/Robert\\_Plutchik](https://en.wikipedia.org/wiki/Robert_Plutchik) in English

### 3

## SELF-REGULATION

### Daily Routine Challenge

INDIVIDUAL

GROUP

ONLINE

IN PERSON

HYBRID

AUTONOMOUS

REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

To understand the importance of self-regulation in achieving personal and professional goals and learn how to create a daily routine and schedule tasks for increased productivity and reduced stress. The learning outcomes are understanding the value of self-regulation and improve time management skills.

#### Preparation

Start by discussing with the participants about the importance of self-regulation and how it can help them achieve their goals. Talk about the benefits of creating a daily routine, such as reducing stress and increasing productivity.

#### Instructions

1. Construction of an emotional graph "How are you feeling today?". Construct a circular graph (pie chart) placing the percentages of the emotions you felt today. Next to it, add the reason for these feelings.
2. Construction of an emotional chart "How do I want to feel?". Build a new circular graph (pie chart) by placing the percentages of the emotions you want to feel. To the side add what needs to happen to feel these feelings.
3. This is time for action. "What do I need to do to achieve the emotional state in the previous point?". Describe 3 actions to personally accomplish and achieve the intended emotions.

4. Introduce the online element of the activity by directing the participants to a habit tracking app, such as Habitica or Loop Habit Tracker. Show them how to create an account and how to set up daily habits to track their progress.

5. Have each participant set up their daily habits in the habit tracking app. They should include the tasks from their daily routine schedule and any other habits they want to develop, such as drinking enough water or meditating.

6. Participants should regularly check in with their habit tracking app and update their progress. Encourage them to use the app's features to motivate themselves, such as setting reminders and earning rewards.

#### Materials

- Paper and pen (Create template)
- Computer with internet access

#### Links to the resources

<https://loophabits.org/> (Google Play)

<https://habitica.com/static/home> (Google Play; App Store)

Google Calendar (Create Calendar)



# 4

## SELF-REGULATION

### Learning Diary

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective is to encourage the participant to reflect on their learning experiences and draw meaningful insights from them. The learning outcome is to enhance self-awareness.

#### Preparation

The facilitator should clearly instruct all participants to create a daily record of their learning experiences during the 1st week of work and prepare a presentation based on it.

#### Instructions

Presentation Content:

- a. Dates: Begin the presentation by clearly identifying the dates of the 1st week of work for reference.
- b. Functions: Include a section that highlights the specific functions or tasks performed during the 1st week.
- c. Company: Clearly mention the name and details of the company where the work took place.
- d. Reflection Suggestions: Provide prompts for reflection to guide the presentation, addressing various aspects:

- Workspace: Share insights and lessons learned about the work environment.
- Workmates: Reflect on experiences and knowledge gained from interactions with colleagues.
- Working hours: Discuss learnings related to time management and productivity during working hours.
- Work tools: Share insights about the tools used for work and any lessons learned in their usage.
- Workload: Reflect on the experience of managing workload and any insights gained in balancing tasks.
- Clients/Users: Discuss learnings from interactions with clients/users and understanding their needs.

#### Materials

Ready-to-fill slideshow presentation template for example Canva

# 5

# SELF-REGULATION

## My Mirror

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

### Objectives and Learning Outcomes

The objectives are promotion of awareness and management of emotions and the learning outcomes are development of awareness of introspection and reflection about oneself.

### Preparation

#### Awareness and Knowledge of Emotions:

- a. Introduction to the topic: Familiarise with the concept of emotions and understand the distinction between emotions and feelings.
- b. Importance of the topic: Recognise the significance of emotions for personal development and well-being.
- c. Visual presentation: Watch videos or view images, photos, songs, or poems that evoke emotions and identify the emotions they evoke in you.

### Instructions

#### Management of Emotions, Thoughts, and Behavior:

- a. Create an online diary: Set up a private and continuous online diary or journal.
- b. Daily challenges: Every day, engage in a new challenge related
- c. Reflection and multimedia: Write a reflective entry in the diary for each challenge. Include an image, photo, video, or music that represents the emotion you are working on that day.

#### Example Topics/Challenges:

- What excites me the most?
- Things that make me proud.
- Recent sources of energy.
- Recent energy drainers.
- Things I am grateful for.
- Moments when I feel good about myself.
- Aspects I need to work on for self-improvement.

By following these steps and engaging in daily challenges, the person will develop a better understanding of emotions and how they impact thoughts and behaviours. The online diary will serve as a tool for reflection and expression, allowing to explore and manage your emotions effectively.

### Materials

For face-to-face version, build a personal diary, with paper, cut-outs of images, drawings or photos.

### Links to the resources

[Suggestion to an app for journaling - Diarium or PENZU, Notion \(free versions in english and portuguese\).](#)

Video on the presentation of emotions: "What are emotions?" from the website Psychic Minutes (PT language). ([link here](#)).

Video on the presentation of emotions: "What are emotions and why do we have them?" from Iconiq Psychology in english, can set automatic subtitles in any language. <https://www.youtube.com/watch?v=CErkdFq7Jzs>

Animated Short Film HD "Spellbound " (a film without dialogues)  
[CGI Animated Short Film HD "Spellbound " by Ying Wu & Lizzia Xu | CGMeetup - YouTube](#)

# 6

# SELF-REGULATION

## Pocket Guide to Self-Regulation

INDIVIDUAL

GROUP

ONLINE

IN PERSON

HYBRID

AUTONOMOUS

REQUIRES FACILITATOR

### Objectives and Learning Outcomes

To help participants develop coping strategies for managing and overcoming challenging emotions in stressful situations and provide a range of activities and tasks that individuals can utilize as coping mechanisms for various emotions such as fear, anxiety, stress, frustration, and anger.

### Preparation

A pocket guide is prepared, containing various activities and tasks that the person should resort to, to be carried out when feeling the above-mentioned emotions.

### Instructions

Identify coping strategies (described as the action of "coping adequately with a situation", overcoming the difficulties or limits that this situation presents.)

This activity should be carried out individually to work on emotions in stressful situations, such as fear, anxiety, stress, frustration and anger.

#### This guide includes:

- Physical activities: Yoga, mindfulness or other low impact sports.
- Expressive activities: writing, drawing, painting, dancing, singing.
- Information activities: watch films and videos about emotions and that make you feel good.
- Leisure activities: "superman's sun", walking in nature and sunbathing in moderation, receiving "blue light" which reduces effects of depression.

### Materials

- Each participant creates their own Guide with presentation others activities, including video tutorials and films.
- Pen and paper or notebook for writing.

# 7

## SELF-REGULATION

### Mindfulness Techniques

INDIVIDUAL

GROUP

ONLINE

IN PERSON

HYBRID

AUTONOMOUS

REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The activity will delve into *Mindfulness* and *Mindfulness* techniques. The learning outcomes are improve awareness of emotions, thoughts and behaviours and increase knowledge of mindfulness principles and techniques.

#### Preparation

Strategies for Self-Regulation: In this step, the facilitator will introduce the objectives of the activity and provide an overview of examples of strategies for improving self-regulation:

- the identification and expression of emotions in an appropriate manner;
- stress management through deep breathing and other relaxation techniques;
- the creation of structured daily routines to help regulate emotions and time management;
- the use of "cognitive reassessment" techniques to change the focus on stressful events or negative emotions.

#### Instructions

1. Assessment Time: Participants will be invited to test their self-regulation competence.
2. Self-Awareness and Mindfulness: This content is a dynamic online presentation designed to introduce participants to the

- Concepts of self-awareness and mindfulness. The presentation can begin by defining self-awareness and mindfulness, highlighting their significance in personal growth and well-being. It explores the benefits of cultivating self-awareness, as well as the key principles and practices of mindfulness, including present moment awareness, non-judgment, and acceptance.
- Throughout the presentation, participants are invited to reflect on their own level of self-awareness and explore practical techniques for developing mindfulness in their daily lives.
- Square Technique: Participants are introduced to the square technique which is a breathing technique that helps calm the mind and reduce stress. It consists of breathing in a controlled way, following a square breathing pattern, in which inhalation, pause and exhalation all last the same time.
- Gratitude Journal: Participants are invited to write down three things for which they are grateful and introducing to the benefits and importance of gratitude practice, including the following:
  - Practising gratitude promotes positivity, allowing to focus on what we have instead of what we don't and want, and improves self-awareness of our own emotions;
  - Practising gratitude reduces stress, by helping reduce blood pressure and improve sleep;
  - Being grateful for our abilities and achievements can help improve self-esteem and self-confidence;
  - Practising gratitude promotes resilience, and improves interpersonal relationships.

#### Materials

Paper, pen, quiz "Assessment Tool".

# 8

# SELF-REGULATION

## Recognising Emotions

INDIVIDUAL

GROUP

ONLINE

IN PERSON

HYBRID

AUTONOMOUS

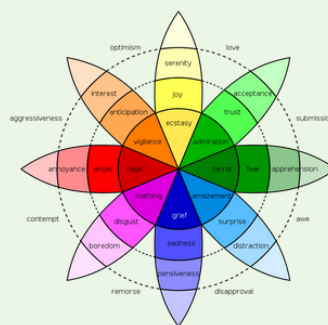
REQUIRES FACILITATOR

### Objectives and Learning Outcomes

This activity delves into the theme of the recognition of emotions as a key point for the improvement of one's emotional self-regulation. The outcomes are: deeper knowledge of emotions; improved awareness and skills to recognise emotions and improved emotional intelligence.

### Preparation

Exploring Emotions: Robert Plutchik's Wheel of emotions: Participants are presented with the "Wheel of Emotions", a graphic representation of human emotions developed by the American psychologist Robert Plutchik. The wheel represents eight basic emotions: joy, confidence, fear, surprise, sadness, disgust, rages, expectation. Each basic emotion is connected to other emotions that are a combination or variation. For example, joy is linked to serenity and euphoria, while fear is linked to anxiety and terror. Therefore, the Wheel of Emotions represents a way to visualise the complex relationships between different emotions.



### Instructions

- 1.To check their understanding of the Wheel of Emotions, through an interactive matching exercise, participants will be required to link secondary emotions to the corresponding primary emotions.
- 2."Recognising Emotions": A series of images or short video clips about realistic scenarios depicting interpersonal interactions or school/workplace situations will be presented, displaying various facial expressions and body language. Participants will be tasked with matching each image or clip with the corresponding emotion from a provided list.
- 3.Self-Reflection: Participants will be engaged in a self-reflection activity where they assess their own ability to recognize and interpret emotions. Prompts will be provided to consider their strengths and areas for improvement in emotion recognition, and ultimately set goals for enhancing their emotional intelligence based on their self-reflection.

### Materials/Links to the resources

A series of images or short video clips  
[https://pt.wikipedia.org/wiki/Robert\\_Plutchik](https://pt.wikipedia.org/wiki/Robert_Plutchik) - Robert Plutchik's Wheel of emotions

# 9

## SELF-REGULATION

### Self Help

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

At the end of this dynamic, the participants will have developed a deeper understanding of their own emotions and learn strategies for managing them in a balanced manner.

#### Preparation

There are a series of activities designed to help participants get to know each other in depth and learn to manage their own emotions in a balanced way. From mindfulness, the different artistic expressions or the theater itself allow participants to overcome different personal and group challenges working with tools for changing focus, neurolinguistic programming (NLP) and mindfulness. The facilitator must learn this techniques in order to show to the participants the process.

#### Instructions

- 1.The different exercises that will be carried out both individually and in groups.
- 2.The facilitator will present different challenges, for which it will be necessary for the participants to use strategies of artistic expression and writing, music, body expression, theater and role playing, relaxation, visualization and body awareness.
- 3.Some of the exercises they will have to do are creating an ad to sell themselves, mini-skills workshops, glasses to analyze, relaxation exercises, assertiveness roleplaying, communication exercises, etc.

#### Materials/Links to the resources

[http://www.mediafire.com/file/4qpyq4l95cay85h/Hipnosis\\_para\\_autoestima\\_2.mp3/file](http://www.mediafire.com/file/4qpyq4l95cay85h/Hipnosis_para_autoestima_2.mp3/file)

[http://www.mediafire.com/file/1pb6w2926i3mjid/Hipnosis\\_para\\_autoestima\\_1.mp3/file](http://www.mediafire.com/file/1pb6w2926i3mjid/Hipnosis_para_autoestima_1.mp3/file)

[https://www.madrid.es/UnidadesDescentralizadas/Salud/Publicaciones%20Propias%20Madrid%20salud/Ficheros%20Publicaciones%20ISP/Estres\\_arte\\_amargarnos\\_2009.pdf](https://www.madrid.es/UnidadesDescentralizadas/Salud/Publicaciones%20Propias%20Madrid%20salud/Ficheros%20Publicaciones%20ISP/Estres_arte_amargarnos_2009.pdf) (ES language)

<https://justificaturespuesta.com/10-consejos-para-aprender-a-decir-que-no-sin-sentirte-culpable/> (ES language)

<https://ceice.gva.es/orientados/profesorado/descargas/autoestima.pdf> (ES language)

# 10

## SELF-REGULATION

### Scanning

INDIVIDUAL

GROUP

ONLINE

IN PERSON

HYBRID

AUTONOMOUS

REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective of this relaxation technique is to provide participants with a tool to manage intense and unmanageable emotions, such as anxiety, anger, and sadness. By practicing this technique, participants will learn to distance themselves from their emotions and regain functionality in their daily lives.

#### Preparation

Participants can get into a comfortable position and take three deep breaths before this exercise.

#### Instructions

We choose a relaxing instrumental music and for 5 minutes we practice the systematic tightening and relaxation of the muscles of our whole body, gradually moving up from the legs to the head, focusing our attention on each point separately. Throughout the process the person focuses on his/her breathing and makes sure to count to 4 on each inhalation and each exhalation.

#### Materials

Music player

# 11

## SELF-REGULATION

### Find the Target

INDIVIDUAL

GROUP

ONLINE

IN PERSON

HYBRID

AUTONOMOUS

REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective of this exercise is to help individuals identify their important values and set achievable and meaningful goals. Through the process of goal setting, participants will enhance their self-regulation skills by positively impacting motivation, learning, self-efficacy, and self-evaluations of progress.

#### Preparation

The participant needs to have a pen and paper or an electronic device ready for note-taking and documenting goals and write the answer of the topics below.

#### Instructions

##### 1. A good day...

We think if our life was ideal what would a good day be like?  
What time would we get up in the morning?  
What kind of exercise would we do?  
What kind of house would we live in?  
Where would we work?  
How would we dress and how would we do our hair?  
What and where would we eat?  
What friends would we have?  
How would we have fun?  
How would we feel? etc.

*Our answers are indicative of our goals.*

##### 2. One year from now...

We reflect on what we would like our life to be like one year from now.  
Where will we live?  
What kind of work will we be doing?  
What will we have seen and places we will have visited?  
How will we feel?  
In what ways will we have changed? (externally, in our mindset, as a person, etc.)

*The answers will bring us closer to our real goals.*

##### 3. Setting objectives

Note: The objective should be achievable and have a specific timeframe for implementation.

- Identify the value or values (your beliefs) that will guide your actions.
- Analyse your goal:
  - What do you want to do? What is the ultimate goal?
  - What stage are you at? What are the difficulties and obstacles to achieving your goal?
  - What could you do? What could you change in your behaviour to overcome the difficulties? What tools/resources do you have available?
  - How would you start making changes or find ways to implement your goal?
- Make an open commitment to friends and/or family that you will try to carry out your goal.
- Record your progress, make a timeline of intermediate steps or stages, or keep a journal of the whole process.
- Reward yourself for the progress you have made. Don't get frustrated if you need to change a step in the whole process.

#### Materials

Pen and paper or electronic device.



## 12

## SELF-REGULATION

**Interactive presentation for self-regulation**

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

**Objectives and Learning Outcomes**

The purpose of this activity is to help participants validate their emotions and understand which emotion is difficult for them to control. The learning outcomes are stress reduction and emotional self-management.

**Preparation**

The participant needs to have a pen and paper or an electronic device ready for note-taking and documenting the emotions.

**Instructions**

1. The activity begins with the individual trying to think of as many emotions as possible and write them down.
2. The individual gives a simple explanation and example of each emotion.
3. The individual tries to put all the emotions in order, starting from the one that is more prominent in their life right now.
4. Now, the individual needs to write down a time when they felt these emotions.
5. Individuals now need to describe how they handled these emotions.
6. Finally, individuals mention how they think they could handle these emotions differently in another circumstance, in order to achieve better results.

**Resources:**

[Pen and paper, or an electronic device.](#)

**Link to the resources:**

[https://www.dannypetry.com/ebook\\_emotions.pdf](https://www.dannypetry.com/ebook_emotions.pdf)

<https://www.mentimeter.com/>

13

## FLEXIBILITY

### Art Attack

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective of this activity is the improvement of the participants' skills to adapt to a volatile, highly uncertain, complex or ambiguous environment.

#### Preparation

Participants must reproduce their childhood toys using recycled materials given by the facilitator. They will learn to be flexible and to do their best to achieve individual and collective goals using the given materials, and they will learn to relax their expectations to adapt to the real context.

#### Instructions

1. The facilitator, through various introspection techniques, will propose a "travel back in time" to the participants, in which they must return to their childhood.
2. During this trip they will enhance emotional intelligence, trying to locate significant moments and places for each of them, in such a way that they can compare them with those of their peers.
3. The result of this trip will be the selection of toys as a symbol of these moments selected by each of the participants.
4. In large groups (more than 8-10 participants) the participants will meet in groups of 5 or 6 members.
5. Each of these groups will have recycled material through which they must capture the toys selected by their members.
6. It is not necessary to capture all the toys of each one of the members of the group nor is it a matter of replicating them exactly. The members of the group can even capture the toys through a painting, a sculpture, etc.
7. Each of the groups must communicate, negotiate, agree, plan, create and manage their times to achieve the common goal.
8. Finally, the team that manages to finish the most representations satisfactorily or that achieves the most faithful or successful representation will win. The winner must be agreed among all the participants of all the groups.

#### Materials/Links to the resources

<https://www.ecoembes.com/es/proyectos-de-educacion/actividades-de-reciclaje-en-el-aula> (Translate in many languages)

<https://www.ecoembes.com/es/reduce-reutiliza-y-recicla/que-se-puede-reciclar> (Translate in many languages).

<https://www.educo.org/Blog/Reciclaje-actividades-y-manualidades-para-ninos> (Translate in many languages).

# 14

## FLEXIBILITY

### Adapting to change

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective is to promote a flexible dialogue and discuss the importance of adaptability and problem-solving skills in life and in the workplace. The learning outcomes are to develop the ability to improvise and find immediate solutions to problems that happen when you don't expect them.

#### Preparation

1. Divide the participants into small groups.
2. Give each group a set of index cards with unexpected scenarios written on them (e.g., "You've been assigned a new project with a tight deadline," "Your colleague is unexpectedly out sick for the day," "Your computer crashes and you lose your work").

#### Instructions

1. Explain to the participants that they will have a set amount of time to come up with a solution to each scenario.
2. Start the timer for a designated amount of time (e.g., 3-5 minutes).
3. Instruct the groups to discuss the scenario on the index card they have been given, and to come up with a solution that addresses the problem.
4. Once the time is up, ask each group to share their solution with the rest of the participants.
5. Encourage participants to ask questions and provide feedback on the solutions.
6. Repeat steps with the remaining scenarios.
7. At the end of the activity, ask the participants to reflect on their experience and write down their responses to the following questions:
  - 1) What did you learn about yourself during this activity?
  - 2) What skills did you use to adapt to the unexpected scenarios?
  - 3) How can you apply what you learned in this activity to other areas of your life?

#### Debrief

Ask the participants to share their reflections with the rest of the group.

Discuss the importance of adaptability and problem-solving skills in life and in the workplace.

Encourage participants to think about how they can continue to develop their flexibility skills.

#### Materials

Cards with unexpected scenarios written on them

15

## FLEXIBILITY

### Plan B

INDIVIDUAL

GROUP

ONLINE

IN PERSON

HYBRID

AUTONOMOUS

REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective is to develop flexibility, overcoming obstacles throughout life.

The learnings are to develop improvisation skills, make decisions about life and think about options.

#### Preparation

1. Explain the purpose: Clearly communicate the purpose of the quiz, emphasizing that it is designed to help participants explore their career aspirations and potential alternate paths.

2. Introduce the quiz instructions: Explain how the quiz will work, including the number of questions, how to respond, and any time constraints.

#### Instructions

1. Presentation of a Quiz with open answers.  
Sociodemographic data (name, gender...)

2. Start Quiz:

- In which area would you like to work? (give options to choose from)
- What is your dream job?
- What would you like to do in this job?
- What skills do you have for this job?
- If you cannot work in this job, what is your Plan B?
- In order to have this profession, from Plan B, what path do you want to follow?
- If it does not go well, what is your Plan C?

#### Materials

Google form with questions/questionnaire.

# 16

# FLEXIBILITY

## Embracing Change: Cultivating Adaptability and Flexibility

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

### Objectives and Learning Outcomes

This activity aims to explore the practical implications and benefits of developing flexibility and provide concrete examples and strategies for developing flexibility. The learning outcomes are: Increase understanding of the practical implications and benefit of flexibility; Acquisition of strategies to develop flexibility and Increase awareness and skills to evaluate one's own flexibility.

### Preparation

1. Set a comfortable and quiet environment: Create a conducive space for participants to reflect and write without distractions.
2. Prepare clear and concise instructions for each exercise, ensuring that participants understand the purpose, what is expected of them, and any time constraints.

### Instructions

1. "Flexibility Snapshot": The participant is invited to take a few moments to reflect on a personal experience that required them to be flexible or adaptable. Then, they will be instructed to write a short paragraph or bullet points describing the situation, the challenges they faced, and how they demonstrated flexibility or adaptability to overcome those challenges. Once they have finished writing, they will be invited to take a moment to review and reflect on their response.

2. "Adapting to a New Culture": The participant will be presented with a case study focusing on an individual who moved to a new country with a different culture and language, facing challenges such as language barriers, adjusting to cultural norms, and building new social connections. Then, the participant will be invited to reflect on the character's experience through the following analysis questions: 17

- What were the specific challenges faced by the individual in adapting to a new culture?
- How did the individual demonstrate flexibility in overcoming these challenges?
- What strategies or approaches did they use to learn the language and understand the cultural nuances?
- Can you identify any instances where the individual embraced cultural differences and incorporated them into their own life?
- Reflecting on this case study, what lessons can be learned about the importance of flexibility and adaptability when encountering new cultural environments?

3. "Flexibility Self-Assessment": Participants will be invited to self-assess their flexibility through a set of statements focusing on different aspects of flexibility. This can be a scale or a series of statements to which participants can respond with their level of agreement. Example statements:

- I am open to trying new approaches or methods.
- I can adapt my plans when unexpected changes occur.
- I can easily adjust to different working styles or environments.
- I embrace diverse perspectives and am willing to consider alternative viewpoints.
- I am comfortable with uncertainty and can quickly change direction if needed.
- I am willing to learn new skills or acquire new knowledge when necessary.

Participants will be invited to rate themselves on each statement, using a numerical scale or indicating their level of agreement (e.g., strongly agree, agree...).

Reflecting on this case study, what lessons can be learned about the importance of flexibility and adaptability when encountering new cultural environments?

4. "A Development Plan for Flexibility": Participants will be provided with a self-reflection template to write down their thoughts and observations. They will be prompted to answer questions such as:

- What are my strengths when it comes to flexibility?
- In which areas do I feel I could improve my flexibility skills?
- What specific actions or strategies can I implement to enhance my flexibility in those areas?

Based on their self-evaluation, they will be invited to develop an action plan outlining steps they can take to enhance their flexibility.

#### Materials

- Paper, pen
- Case study

# 17

## FLEXIBILITY

### The Flexible Mindset: Thriving in a Dynamic World

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

In this activity, participants will explore the concept of flexible mindset, and the benefits it brings to adaptability, resilience, and growth. Learning outcomes: Improved flexible mindset; Increased understanding of the ability to manage transitions and challenges.

#### Preparation

“What is a Flexible Mindset?”: Through concise content, participants will discover the characteristics and behaviours associated with a flexible mindset. They will learn how a flexible mindset enables individuals to adapt to change, embrace challenges, and approach situations with resilience and openness.

Key topics coverable in the Introduction include the following: understanding fixed and growth mindsets, exploring the mindset continuum, and recognizing the key elements of a flexible mindset.

#### Instructions

1. Flexible Mindset Talks: For this activity, participants will explore TED Talks that delve into the concept of a flexible mindset and its significance in various aspects of life. They will have the opportunity to listen to engaging discussions, inspiring stories, and expert insights that shed light on the importance of flexibility and provide

strategies for developing a flexible mindset.

- Participants will be provided with a curated list of TED Talks focused on the topic of developing a flexible mindset (including personal growth, career development, relationships, or resilience);
- Participants can choose one or multiple talks to listen to based on their interests and availability;
- They will be encouraged to take notes or jot down key takeaways as they listen, highlighting insights, examples, or strategies that resonate with them.

After listening to the podcast(s) or TED Talk(s), participants will be invited to reflect on the content and consider the following questions:

- What were the key concepts or ideas discussed?
- How do these insights relate to your own experiences or challenges in cultivating a flexible mindset?
- Are there specific strategies or practices suggested that you can apply to your life to enhance your flexibility?
- Did the stories or examples shared in the podcast(s) inspire you or provide new perspectives on the importance of flexibility?

Participants will be encouraged to explore additional episodes or talks in their own time to further deepen their understanding and exposure to the topic of flexibility and a flexible mindset.

2. “Flexible Mindset in Action”: Participants will explore recent news articles or real-life examples that highlight individuals or organisations demonstrating flexibility in response to change or adversity. This activity is expected to provide them with an opportunity to examine how flexibility manifests in various contexts and learn from inspiring stories of adaptability.

- Participants will be presented with recent news articles, online publications, or real-life examples that showcase individuals or organisations that have demonstrated flexibility in the face of challenges or change. The stories will explore diverse topics (e.g., business, technology, education, social issues, or personal development) and highlight specific instances where flexibility made a significant impact, whether in overcoming obstacles, embracing innovation, or navigating unexpected circumstances.
- Through an interactive sorting activity, participants will be invited to identify/select the key aspects of flexibility demonstrated and the outcomes achieved.

The "Flexibility in the News" activity seeks to support participants to gain exposure to real-world examples of flexibility in action. By analysing news articles or real-life cases, participants can deepen their understanding of flexibility, draw inspiration from others' experiences, and identify practical strategies that can be applied to their own lives. This activity fosters engagement, reflection, and collective learning, creating a platform for sharing valuable insights and fostering a culture of flexibility.

#### Materials

- [TED Talks](#)
- [Latest breaking news available as free video on demand | Euronews](#)

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## FLEXIBILITY

### Inside the Picture

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This activity helps participants become flexible thinkers, generate ideas from many angles, and switch angles when necessary. This means they can learn to shift their perspective and think about something in a completely different way.

#### Preparation

The group needs to sit in a circle for this activity.

#### Instructions

1. The facilitator distributes a picture containing, for example, a scene from a rainy day.

#### 2. Personal Reflection

The person holding the picture shares their thoughts about the image, focusing on specific elements within the picture and analyzing the emotions it evokes for them.

#### 3. Sharing Placement

The individual identifies their position within the picture and reports it to the group. Once done, they pass the picture to the next person in the group, and this process continues until all participants have taken their turn.

#### 4. Collaborative Storytelling

As a collective, the group collaboratively creates a story based on the shared reflections. The story revolves around a central character placed within the picture, and elements from participants' input shape the character's profile and storyline.

#### Materials

- One picture/Photo

#### Link to the resource

[4 million+ Stunning, Free Images to Use Anywhere - Pixabay - Pixabay](https://pixabay.com/)



# 19

## FLEXIBILITY

### In others people shoes

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This activity helps participants to practice situations they may encounter in their working environment so they are prepared and aware of possible ways of reacting.

#### Preparation

Set up a suitable space for the activity, ensuring that it allows for comfortable role-play and video projection. Prepare any necessary props or materials for the role-play scenarios.

#### Instructions

1. In the first stage, case study videos, crisis management, e.g. in the professional field, are shown.
2. In the second stage, role-plays are shared, in order to build empathy and the ability to feel how each person would react and how they would deal with the solution of the problem. Participants should role-play all the roles in reverse ,in order to understand how to manage difficult situations (e.g. reactions to workload and cooperation of colleagues, student disputes over a project).
3. In a third stage the analysis and collection of reactions and coping in different circumstances is done (indicative tips e.g. workload management)
  - Getting help
  - Writing down on paper what we have
  - Shrink or prioritise or reject
  - Set limits for completing tasks
  - Build resilience in multiple circumstances
4. In the last stage we film the multiple reactions and comment on it during the projection. There could be a focus on what could have been avoided, what was fruitful in this exercise and if after the exercise crisis management would have been effective. Application of role-play and workload through animated cartoon video.

#### Materials

Electronic device with internet access and a camera

#### Link to the resource

<https://youtu.be/eaNaYw9RjFE>

[Flexible Thinking verses Stuck Thinking - YouTube](#)

[The benefits of flexible thinking\\_| BBC Ideas - YouTube](#)

<https://www.youtube.com/watch?v=TXqkfMoO9O0&t=35s>  
(automatic subtitles)

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## FLEXIBILITY

### What to do?

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

### Objectives and Learning Outcomes

This activity develops reflection and flexibility, enabling obstacles to be overcome throughout life. It develops the ability to find solutions and favours assertiveness in intimate relationships.

### Preparation

Place the cards/solutions with the letters A, B, C and D around the room.

### Instructions

1- The participants gather in the centre of the room. After hearing a dilemma read out, they should go to the card with the letter of the best solution.

2- Participants should reflect a little on the solution (advantages and disadvantages) to the dilemma.

3- At the end, they should focus on the issues raised by the game:

Proposal of topics for debate:

- Do you think these dilemmas correspond to reality?
- What are the consequences of this type of dilemma?
- When a person is undecided, how can they find support to help them make such decisions?
- What are each person's rights regarding their love life?
- Who should decide each person's rights?

#### Dilemma 1

Francisca is 15 years old and went to the disco with her friends. That night, João Miguel, the hottest boy in school, made out with her and they started making out. At the end of the night, he whispered in her ear, inviting her to spend the rest of the night at his house, explaining that they were fine because his parents had gone to the village for the weekend.

The two of them don't know each other. What should Francisca do?

- a) Say no, without explaining.
- b) Say yes, because João is super cute and they can't miss the opportunity to spend a few moments alone with him.
- c) Say yes, but on condition that they are accompanied by other people.
- d) Another option.

#### Dilemma 2

Maria is 14 years old and in love. Her boyfriend feels the same way about her. They've been together for two months. The thing is, Maria's parents are Muslims and when they find out about this relationship, they want it to end. So Maria meets her boyfriend in secret. What should she do?

- a) Stop seeing the person she's in love with.
- b) Take him home and introduce him to her parents.
- c) Continue seeing him in secret.
- d) Another option.

#### Dilemma 3

Paulo is homosexual, but he's never had the courage to tell his family or friends. He likes a boy in his class and would love to date him. But he has no idea if this boy is also homosexual and if he might be in love with him. He's afraid that if he reveals his feelings to the boy, the latter will tell everyone and make fun of him. What should Paul do?

- a) Forget the idea and give up on the boy.
- b) Tell his parents and friends that he's homosexual, ask the boy out and see what happens.
- c) Try to get closer to the boy and get to know him better to make sure if he is homosexual and might like him, before revealing your feelings to him.
- d) Another option.

**Resources:** Cards with dilemmas

**Link to the resource:** This activity is based in Coolkit - Jogos para a Não-Violência e Igualdade de Género by Coolabora in Covilhã, Portugal. Link in [Coolkit - Jogos para a Não-Violência e Igualdade de Género.pdf - Google Drive](#)

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## FLEXIBILITY

### Chain of Consequences

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The aims this activity are explore the importance of human rights; to know and be aware of the consequences of human actions, reflect on diversity, justice, inclusion, responsibility and acceptance.

#### Preparation

- The group is divided into small groups (4/5 people).
- .- Start the session by reading a text on Global Citizenship Education:  
"Globalisation and its political, economic and cultural changes have accentuated and made more visible historical imbalances in societies, which require concerted responses at local, national and global level, otherwise they will not be able to be effective and have an impact. Global Citizenship Education (GCE) is the pedagogical face of the process of building a critical Global Citizenship, based on the systematic search for coherence between values and proposals, objectives and strategies, discourses and practices. Its aim is to train committed citizens, presenting itself as a way of building more just, equitable, supportive and democratic societies on a sustainable planet."

#### Instructions

- 1-After reading the text, have a group reflection on values, ethics, human rights and global citizenship education.
- 2- Each group should identify a chain of consequences for different situations. It can be presented in text and/or with images, for example:
  - Throwing a plastic bottle into a river;
  - The inaction of a group of people in the face of an act of violence;
  - The rise of an extreme right-wing party to power....

#### Resources

Pen and paper

#### Link to the resources

This text taken from  
[guia-pedagogico\\_-o\\_trabalho\\_hoje\\_e\\_no\\_futuro.pdf \(cidac.pt\)](#)

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## FLEXIBILITY

### Interactive presentation for Flexibility

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The ultimate purpose of this activity is, through personalized training, to acquire the ability to manage transitions and uncertainty. The expected learning outcomes of this activity are the following:

Participants will be able to think about their adaptability skills and will be able to work in teams to come up with the answers.

#### Preparation

Creation of an online interactive presentation (which will be created using this site: <https://www.mentimeter.com/>) which will consist of questions that are meant to assess the feelings of the target group. The activity formally starts by informing the target group of the purpose and importance of this activity. Then, the trainer will initiate a discussion which will focus on asking the participants what they understand when they hear the word "flexibility", and whether they believe it's an important skill for a citizen of the 21st century to possess.

#### Instructions

1. The facilitator will use the interactive presentation, which will consist of the following questions:

a) Describe a time where you showed flexibility (How did you adapt to this situation? For example: think about a time you experienced a sudden change such as a new career, responsibility,

surprise or an unforeseen challenge. Focus on how you handled this situation).

b) How do you adjust to changes you have no control over?

c) If you could change something during your life, what would it be? (How can you self-reflect on your past? How important it is for you to incorporate change and growth into your life?)

d) Are you intimidated by change/ progress?

e) Describe a problem you faced in your last job or personal life, and how you overcame it.

f) How do you handle having multiple priorities at the same time?

g) How do you handle criticism?

h) What is a weakness you have and how have you worked to improve it (self-reflection)?

i) How do you handle challenges in your life? If possible, please focus on your professional challenges.

j) Are you able to adapt to a different work style than your preferred? Can you share an example?

k) Are you able to work in a fast-paced work environment? Can you share an example of when you did this in the past?

l) What's the biggest change you've had to deal with in your life/ professional career?

m) How do you collaborate with co-workers who have a different work style from yours? If you have never participated in a working environment, focus on how you collaborate with people in your life.

2. During the activity, the participants will be able to work in groups, so that they can share their concerns with the rest of the participants. The facilitator needs to ascertain that participants don't have to answer any question that doesn't make them feel comfortable. It is important for the discussion that the facilitator helps the participants understand the questions by giving them examples, so that this experience is constructive. The facilitator should, at every opportunity, give the students the opportunity to externalise their feelings, and express their feelings/ concerns. In the discussions around the issues of Transition Management Capacity and Uncertainty the facilitator will be able, if he/she knows, to provide answers to the questions that will arise.

3. Under no circumstances should the moderator comment on and criticise anything that is said, this may cause them unnecessary stress and negative feelings. The activity will also provide the participants with possible scenarios, and the facilitator should encourage the participants to explain how they would handle such situations. The participants are split into groups, and each group is asked to reflect on each scenario. Below, you can find five scenarios:

- a) Your employer made an announcement in your last Staff Meeting that due to the rise of work-from-home, and the rapid expansion of the company, the employees will be asked to work-from-home two times a week. Your employer asks you how you'd be able to handle this change.
- b) You have just started working in a new company, in a field in which you have no previous experience. Your supervisor gives you constant feedback on your work. You think your supervisor is being a little strict with you. However, your supervisor reminds you that you need to be able to get over the learning curve by adapting to the feedback given. How do you react?
- c) For a project in your work, you must collaborate with three other employees whose work style differs from your own. You also noticed that the other three employees are not cooperative and are not fulfilling their assigned tasks. How would you handle this situation?
- d) One of your colleagues has stolen an idea you had and shared it with your supervisor. How would you handle this situation?
- e) A client of your company accuses you of mistreating him, and they are yelling and shouting at you in front of your colleagues. How would you respond?

### Materials

An electronic device.

### Link to the resource

<https://www.mentimeter.com/>

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## WELLBEING

### Wellness challenge

INDIVIDUAL

GROUP

ONLINE

IN PERSON

HYBRID

AUTONOMOUS

REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objectives are to promote wellbeing and a healthy lifestyle. In this activity the participant has the freedom to create their challenge and the autonomy to carry it out. The learnings are self-discipline, overcoming and valuing self-esteem.

#### Preparation

**In the face-to-face** format, the participant will have a pot/box containing papers with challenges that promote wellbeing and that should be developed throughout the week. Every week the participant takes out a piece of paper, does the challenge and keeps the paper (do not put it back in the pot/box).

Create a logbook, in which you can indicate the challenge, if you have completed it during the deadline and how you felt while doing it.

#### Instructions

**In digital** format, the participant will enter the Sorteos App where they will find a roulette wheel containing the previously selected challenges that they must complete during the week. Every week the participant plays roulette. Create a word document or other registry, where you indicate the challenge, if you were able to complete it during the stipulated period and what you felt during its realisation.

#### Examples of challenges:

- Sleep 8 h
- Meditate 15 minutes
- Walk (1h/day) or run (30 min/day)
- Dancing freely to your favourite music
- To cook something new
- Try your hand at a new hobby
- Growing aromatic herbs
- Talking to someone you haven't spoken to for a long time
- Not eating fast food more than once a week
- Planting a tree
- Reuse your bath water
- Going for a drink with someone special
- Tell someone you really like them

#### Materials

- Challenge list (paper)
- Paper challenge pot or box
- Paper with weekly chart for recording
- Pen
- Word processor, e.g. Word

#### Link to the resource

<https://app-sorteos.com/pt/apps/girar-roleta-aleatoria>

• [Roleta das Decisões – Apps no Google Play](#)

• [Roleta dos desafios - Recursos de ensino \(wordwall.net\)](#)

(all languages)

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## WELLBEING

### #UP TO LIVE

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

To raise awareness and promote skills in the area of physical, cognitive, emotional and environmental well-being.

#### Preparation

Each question has an associated image or video for better understanding. There will be hints for the answers (Some Positive reinforcement for the right ones and some for the wrong ones).

Note: A "window" appears with the word "RIGHT!!!!".

#### Instructions

##### Step 1. Video about healthy and happy people.

Tip: You should adopt a sustainable lifestyle, respecting the environment, your physical and mental state and take time to socialise with other people.

1. What kinds of well-being are there?

- A- Physical Well-Being
- B- Mental well-being
- C- Social Welfare
- D- All of the above (Correct)

Note: A "window" appears with the word "RIGHT!!!!".

##### Step 2. Picture with people exercising

Tip: There are a number of essential elements to feeling healthy, however if this doesn't happen you are not alone. You can always ask for help at your nearest Health Centre or call the 24 hour health helpline.

2. How can you improve your physical well-being?

- A- Sleep well and eat hamburgers every day
- B- Sleep 2 hours a night and eat a healthy diet
- C- Sleep well, exercise and eat a healthy diet (Correct)

Note: A "window" appears with the word "RIGHT!!!!".

##### Step 3. Video guided mini meditation

Tip: To feel good about yourself you have to value yourself and be optimistic.

3. What does it take to feel good about yourself?

- A- To depend on someone else to make decisions for me.
- B- Feeling very anxious when faced with a challenge.
- C- I must decide for myself, balance my emotions and behaviour. (Correct)

Note: A "window" appears with the word "RIGHT!!!!".

#### Materials/Links to the resources

[100.000+ melhores vídeos de Pessoas Felizes · Download 100% grátis · Vídeos profissionais do Pexels](#) (all languages)

<https://play.google.com/store/apps/details?id=se.lichtenstein.mind.en>

[Pura Mente: App de Bienestar – Apps no Google Play](#) (ES)

[Simple Habit: Meditation – Apps no Google Play](#) (ENG)

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## WELLBEING

### Trophy

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective is to understand and identify levels of wellness and progress in the participant life. The learnings outcomes are to know how to analyse one's own well-being and that of others.

#### Preparation

The person will receive a trophy card with printing on both sides. They will also receive a list of wellness categories.

List of WellBeing Categories: food, sleep, optimism, physical exercise, learning new things, personal growth, self-worth, mindfulness, empathy, altruistic behaviours, sustainability, etc.

#### Instructions

##### Step 1. Name categories of own well-being

The person will receive a trophy card with printing on both sides. He/she will also receive a list of categories of well-being.

The person must choose 4 categories to name from 0 to 100 how it fits into their life on the level of well being. The letter must have your name and photo ( if online).

##### Step 2. Naming categories of well-being of the other

On the other side of the card, the participant should give it to a person they know, who should fill in the 4 categories they consider to be the participant's strengths in terms of well-being.

##### Step 3. Well-being comparison

Once filled in, a comparison must be made between the two sides of the chart to see if the level of well-being corresponds to reality. Next, you should answer four questions:

1. How do you feel after the activity?
2. Has your perception of yourself changed?
3. Would you change anything at the beginning?
4. What do you intend to do to achieve your desired well-being?

#### Materials

- Trophy Cards with Questions
- Paper and pens

#### Link to the resource

Emotion cards | Google and PowerPoint (slidesgo.com)



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## WELLBEING

### Understanding Self

- INDIVIDUAL  
 GROUP

- ONLINE  
 IN PERSON  
 HYBRID

- AUTONOMOUS  
 REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

In this block, participants will explore the principles of self-management based on Peter Drucker's "Managing Oneself" and apply them to enhance their overall wellbeing. Through self-reflection exercises, interactive prompts, and goal-setting tasks, this activity was designed to increase young people's understanding of themselves and ultimately to support them in cultivating a sense of purpose, satisfaction, and balance in their lives. Learning Outcomes: Deeper understanding of personal's core values, strengths and areas for improvement; Increased ability to set wellbeing goals that align with one's own values and strengths; Fostered sense of purpose, satisfaction and life balance.

#### Preparation

Introduction to the learning activity. A sample introductory text could be the following: "Welcome to "Managing Oneself"! This interactive e-learning activity is designed to help you navigate the principles outlined in Peter Drucker's insightful essay, "Managing Oneself." By engaging with this activity, you can gain valuable insights and practical strategies to enhance your personal effectiveness and achieve success in both your personal and professional life. Let's get started!"

#### Instructions

**"Understanding Self"**: Participants will explore the importance of self-awareness in personal and professional growth. This component of the e-learning activity aims to support them in gaining a deeper understanding of themselves, and therefore let them unlock their true potential and navigate their path to success and fulfilment.

This section was designed to cover seven key dimensions, as described below.

#### 1. Reflection on Self-Awareness:

Participants will be invited to take a moment to reflect on the significance of self-awareness in their life, and how self-awareness has contributed to their personal growth and decision-making. They will be encouraged to take notes in their personal journal or notepad to capture their thoughts and insights.

#### 2. Assessing Core Values:

Through a set of question prompts, participants will be guided to identify their core values, reflect on what truly matters to them and select the values that resonate the most. Sample questions could include the following:

- What do you value the most?
- What kind of intrinsic fulfilment do you seek?
- What extrinsic rewards would you sacrifice?

#### 3. Exploring Passions and Interests:

A mind mapping exercise will be introduced to encourage participants to visualise their passions and interests, describe why they are important to them and assess how they can incorporate these passions into their personal pursuits.

#### 4. Discovering Strengths:

Participants will be invited to conduct a self-assessment of their strengths, evaluating their skills, talents, and attributes. Identify the areas where they excel and consider how they can leverage these strengths to achieve their goals and contribute to their success. Sample questions could include the following:

- What are your greatest strengths?
- Where do you excel?
- What are the conditions under which you perform best?

#### 5. Acknowledging Areas for Improvement & Planning for Excellence

Through a set of questions, participants will be encouraged to identify areas where they believe they can improve. They will be encouraged to reflect on their weaknesses or areas where they feel less confident, explore and plan how they can develop those areas through learning, practice, or seeking support from others.

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## WELLBEING

### Wellbeing Mastery: Applying the 7 Habits of Highly Effective People

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

In this interactive activity, participant will explore the principles of the "7 Habits of Highly Effective People" by Stephen R. Covey and learn how to apply them to enhance their overall well-being.

Learning outcomes: Improved self-awareness and self-management skills for wellbeing.

Increased self-awareness of personal strengths, values and ability to apply self-management strategies to enhance personal effectiveness.

#### Preparation

**Introduction** to the learning activity. Particularly, participants will be welcomed, provided with an overview of the activity's objectives and structures:

*"Welcome to the **Wellbeing Mastery: Applying the 7 Habits of Highly Effective People** In this e-learning activity, we will embark on a journey of personal effectiveness and growth by exploring the transformative principles of the 7 Habits of Highly Effective People by Stephen R. Covey. The 7 Habits are a powerful framework that can empower you to take charge of your life, enhance your relationships, and achieve greater fulfilment in all areas. Each habit is designed to cultivate positive habits, develop strong character, and enable you to navigate challenges with confidence and purpose. Throughout this activity, you will delve into the core concepts of each habit, participate in practical exercises, and reflect on how to apply them in your daily life. The goal is not just to understand these habits intellectually but to internalise them and integrate them into your way of being. By mastering the 7 Habits, you will gain valuable tools to navigate life's complexities, build meaningful relationships, and create a foundation for personal and professional success. These habits are not just a temporary fix but a lifelong journey of continuous improvement and self-discovery.*

#### Instructions

1."Presentation of the 7 Habits of Highly Effective People". Through dynamic tabs and other interactive presentation methods, participants will delve into the principles and significance of each habit.

2."The 7 Habits Planner: Cultivating Personal Effectiveness". Through labelled graphic and dynamic presentations, participants will explore a template planner to integrate and keep track of the seven habits in their personal life.

#### Materials

Template Planner

## List of Habits

### Habit 1: Be Proactive

- Introduction to *Habit 1: Be Proactive* and its importance for personal effectiveness.
- Explanation of the proactive mindset and taking responsibility for one's actions.
- Interactive exercise: Reflection on past situations and identify ways to respond proactively.
- Practical strategies for cultivating a proactive mindset in daily life.

### Habit 2: Begin with the End in Mind

- Introduction to *Habit 2: Begin with the End in Mind* and its impact on personal goal setting.
- Importance of envisioning desired outcomes and creating a personal mission statement.
- Interactive activity: Definition of the personal vision and creation of a mission statement.
- Techniques for aligning goals with values and aspirations.

### Habit 3: Put First Things First

- Introduction to *Habit 3: Put First Things First* and effective time management.
- Explanation of the Time Management Matrix and prioritisation.
- Interactive exercise: Assess current task priorities and schedule them accordingly.
- Strategies for overcoming time management challenges and staying focused on important tasks.

### Habit 4: Think Win-Win

- Introduction to Habit 4: Think Win-Win and the power of positive relationships.
- Understanding the win-win mindset and seeking mutually beneficial outcomes.
- Interactive scenario: Practise win-win negotiations and conflict resolution.
- Techniques for effective communication, collaboration, and building trust.

### Habit 5: Seek First to Understand, Then to Be Understood

- Introduction to Habit 5: Seek First to Understand, Then to Be Understood and Empathic communication.
- Importance of active listening and seeking genuine understanding.
- Interactive exercise: Practise active listening and reflect on its impact.
- Strategies for expressing oneself authentically and fostering healthy relationships.

### Habit 6: Synergize

- Introduction to Habit 6: Synergize and the power of collaboration.
- Understanding the concept of synergy and leveraging collective strengths.
- Interactive activities: Engage in group exercises to solve problems and create synergy.
- Techniques for embracing diversity, fostering teamwork, and generating creative solutions.

### Habit 7: Sharpen the Saw

- Introduction to Habit 7: Sharpen the Saw and personal renewal.
- Importance of self-care, continuous learning, and well-being.
- Interactive reflection: "Assess your self-care practices and identify areas for improvement".
- Strategies for physical, mental, and emotional well-being, and personal growth.

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## WELLBEING

### Who Am I?

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This exercise is intended to boost participants' self-esteem and to help participants identify their own positive traits and characteristics and to recognize their self-worth through the eyes of their peers.

#### Preparation

Participants are divided into pairs for this activity.

#### Instructions

Activation game:

1. One participant draws on a piece of paper the outline of the other's hands. As he/she draws the outline, he/she names the positive characteristics of the person in 25 seconds.
2. Finally, the person whose outline was drawn gives positive feedback to the person who recorded the characteristics. The roles are switched, and the exercise is repeated.

Activity:

1. Participants are divided into pairs again. They each have 13 small cards and a pencil in front of them. In 5 minutes, they have to write down 10 positive elements of each other (1 element on each card) and additionally 3 more elements which do not fit the profile of the person mentioned.
2. When the time is up, the participants present the positive elements they have recorded to each other.
3. Each participant is asked to choose 10 of the cards based on the positive elements that they believe correspond to themselves and leave the 3 cards out on the basis that they do not fit their profile. The main purpose of the activity is for the individual to identify which positive attributes he or she possesses.

#### Materials

- Small cards
- Pencils
- Timer

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## WELLBEING

### Contact with Nature and Self

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This exercise aims to help participants get in touch with their feelings, share them with their friends or peers and create beautiful visual images and experiences in a natural environment. The learning outcomes are self-reflection, to respect your own time, and to contemplate your surroundings.

#### Preparation

Initially each participant undertakes an external activity with a natural background. The aim is to walk and contemplate in a location with a natural background, (e.g., mountain-sea) and to combine individual enjoyment through shared, collective on-line activities using a mobile phone or other available electronic device.

#### Instructions

1. The sounds and feelings will then be recorded in an e-journal or in writing. These could be shared with friends and by audio messages.
2. At this stage there could be a coordinated joint exercise in the outdoor activity. For 15 minutes a common on-line meeting (e.g. Google meet) is carried out, in which feelings, images and mental empowerment exercises are shared. Finally, the conversation could be broadcasted in a podcast.

#### Materials

- Electronic device or smartphone
- Paper and pen

#### Link to the resource:

<https://www.youtube.com/watch?v=bsc2QkCC3ul&t=27s>

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## WELLBEING

### Menu for a healthy life

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This activity pretend to realise the "ingredients" for a more balanced and healthy life based on the principles of the Mediterranean Diet. Draw up a personal plan to promote well-being, making economic and sustainable choices.

#### Preparation

This activity stands out for the importance it can have on personal, social and community development around the Mediterranean diet as part of the Intangible Cultural Heritage of Humanity. The approach to the Mediterranean Diet has several dimensions: healthy eating patterns and gastronomy, conviviality and celebrations, which influence a very particular lifestyle.

#### Instructions

To begin, the participant should do some intensive research about Mediterranean Diet and think about what they can do to lead a more balanced and healthy life.

Prepare a notebook, a pen and some creativity and write down like a "recipe" for a life of well-being or you can list some situations that you can develop during the week: such as cooking, going out with friends, walking in the fresh air, visiting a library...

For example:

Ingredients for a good day:

- 1kg - Joy
- 500gr - Smiles
- 5l - walk
- 2 dessert spoons - read
- 1 cup - cooking
- 100gr - sleep.....

How to prepare

When you get up in the morning, add joy and walking with smiles and leave for 2 hours. Then add cooking and the next hour reading. Once everything is stirred together, add sleep. It's ready to enjoy.

#### Materials

- Notebook and pen
- Mobile phone or computer

#### Link to the resources

[Dieta mediterrânica – Wikipédia, a enciclopédia livre \(wikipedia.org\)](https://pt.wikipedia.org/wiki/Dieta_mediterr%C3%A2nica).

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## WELLBEING

### Who is who?

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This activity, reflect on the gender stereotypes associated with violence. Analyse the impact of this stereotyping on building a more realistic view of a transversal problem. Identify mental health care.

#### Preparation

Divide the participants into mixed groups (boys and girls) of 3 to 6 members and provide each group with coloured pens or pencils and two sheets of cardboard with the silhouettes of men and women drawn on them.

#### Instructions

1- Each group will have to draw the details of the image of an aggressor and a victim of violence, namely the physical characteristics (face, eyes, body, clothes, mouth, etc.) and the place where they want to frame them (home, school, street, hospital, night or day).

2- For each figure, they should also create an identity card (using A4 sheets), where the person's characteristics will be defined: age, gender, nationality, profession, marital status, socio-economic background, educational qualifications, physical characteristics, psychological traits, etc.

3- When the groups have finished the task, the facilitator should display all the figures they have worked on and each group should present their characters.

4- Finally, a debate is then held on the results of the activity. You can use the topics to support the debate:

- What conclusions do you draw from comparing the various works?
- What stereotypes emerge from the groups' work and the presentations?
- What consequences could arise from identifying perpetrators and victims of violence on the basis of stereotypes? Who can be victims or aggressors?
- How can you use this learning in your life?

Note: this activity is possible to adapt to other themes and prejudices.

#### Materials

- A sheet of cardboard with a silhouette of a woman drawn on it and another with a silhouette of a man for each group;
- Coloured pens and/or pencils;
- Tape;
- A4 sheets of paper

#### Link to the resources

This activity is based in Coolkit - Jogos para a Não-Violência e Igualdade de Género by CooLabora in Covilhã, Portugal. Link in [Coolkit - Jogos para a Não Violência e Igualdade de Género.pdf - Google Drive](#)

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## WELLBEING

### Real – Case Scenario for wellbeing

- INDIVIDUAL  
 GROUP

- ONLINE  
 IN PERSON  
 HYBRID

- AUTONOMOUS  
 REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The purpose of this activity is to help the participants engage in a fruitful discussion concerning mental health issues, which will ultimately lead to the promotion of their mental health. The expected learning outcomes of this activity is: Participants will be able to express their emotions, cultivate their social skills, develop their collaboration skills and be able to come up with solutions that would benefit their mental health and wellbeing.

#### Preparation

The activity begins with a general discussion. Participants are divided into small groups. In case some of the participants do not want to share their personal feelings, they are entitled to not participating in this part of the activity.

#### Instructions

1. After they are divided in groups, they have to discuss the questions below:

- Do you think mental health is important? Why?
- Do you think mental health is a taboo subject in your country?
- How would you evaluate your mental health lately?
- Do you have someone you are able to talk to about your feelings or worries?
- Have you had any major stressors, changes, or losses recently you would like to share with the rest of the group?

- How many hours of sleep do you get every night?
- Have you ever considered going to a psychologist?
- What are the benefits of therapy?
- How would you describe your diet?
- Do you have a social interaction that helps you feel better?
- Can you describe your everyday life?
- Do you have a specific everyday routine?
- What are some ways through which we can improve our mental health?

2. The second part of this activity is a real-case scenario activity. Participants are again divided into groups, and each group is assigned a specific scenario. They have to work together and respond to the questions.

#### Scenario #1:

A colleague at work is acting aggressively towards you. He is trying to intimidate you and humiliate you and he is undermining your work in front of your supervisors and managers. Moreover, he is constantly criticizing you, and as a result, this decreases your confidence and makes it difficult for you to be next to him.

Questions:

1. What emotions could you feel in this situation?
2. How would you react in that case?
3. Do you think reporting the incident would help you?
4. What would you do if your supervisor / manager wouldn't do anything to help you?

#### Scenario #2:

You are thinking of moving out of your parent's house since you feel oppressed by them. Your parents are fighting all the time and undermine each other. They overreact in most circumstances, and they create dramatic situations. Moreover, you believe they are self-centred and harshly critical. You are unhappy in this house, and you notice that your mental health is worsening. However, you realize that moving out would be difficult financially.



Questions:

1. Can you describe your feelings?
2. What would you do in that case?
3. How can you establish boundaries on your parents?
4. Do you think your parents' character would influence you?
5. Where could you ask for help?

**Scenario #3:**

Your childhood friend is acting in a different way lately, as they tease and insult you regularly. They often ignore your calls and messages, and they criticize you for your life decisions. However, you are friends since you were both kids, and you are now working together.

Questions:

1. Can you describe your emotions?
2. Do you think you should end this friendship?
3. How could you establish boundaries?
4. What would you do if your friend was complaining that you are avoiding them?
5. What would you do if your friend was making your life difficult at work?

**Materials**

Cards with each scenario, and respective questions.

**Links to the resource:**

<https://topteacher.com.au/resource/what-would-you-do-health-and-wellbeing-scenarios/>

<https://whatworkswellbeing.org/wp-content/uploads/2020/02/unemployment-reemployment-wellbeing-briefing-march-2017-v3.pdf>

<https://whatworkswellbeing.org/wp-content/uploads/2020/02/unemployment-reemployment-wellbeing-briefing-march-2017-v3.pdf>

# SOCIAL AREA

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## EMPATHY

### "Who are you?"

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objectives are carrying out active connection and sharing activities.

#### Preparation

This activity is a Role Play and Dynamic Presentation / face to face, so the participants need to be divided in pairs.

#### Instructions

##### 1. "Eyes on Eyes"

2 people face to face, must stare at each other (visual connection); then one person makes light movements (body mirror) and the other must imitate, always eye to eye.

##### 2. "Who are you?"

2 people face to face, must talk and "empty their minds" with the same question. One person asks: "Who are you?" and the other responds with a simple answer. Example: I am a beautiful person.

The same question is repeated for 3 minutes.

Exchange of roles.

At the end you should reflect together on how you felt in both roles of interviewee and interviewer.

##### 3. "Drawing the Other"

2 people facing each other must draw a picture of each other, but without each one seeing what the other is drawing.

This can last 3 minutes.

At the end they exchange drawings and share their interpretations of the drawing that has been drawn about them.

#### Materials

- Paper and pen

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## EMPATHY

### Mirror of Soul

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

To simulate moments when NEET/ young people should put themselves in the place of individuals, whose society tends to discriminate, and through fictional examples, promote empathy. The learning outcomes are increased empathy awareness and emotional self-management.

#### Preparation

Create a conducive space for participants to reflect and write without distractions.

#### Instructions

1. Each participant should receive a random card, where there will be a description of a discrimination situation against a character.
2. Read and reflect.
3. Each participant should put themselves in the other's place and say what they would do in that situation.
4. Group Reflection.

#### Materials

- Cards with discriminatory situations.

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## EMPATHY

### Life Line

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objectives are understanding people's emotions, experiences and values and think and reflect on your life, especially the most important moments, whether negative or positive. The learning outcomes are self-reflection and awareness of life's ups and downs.

#### Preparation

For a few minutes, each person should think and reflect on their life or their most significant moments.

#### Instructions

1. Draw a straight line where your date of birth is marked as the starting point and at the end of the line, today's date (the present).
2. Along the line mark other dates according to the most important moments in your life, with the positive moments above the line and the negative moments below the line.
3. At the end, present to the group (10 minutes).

#### Materials

- Word or Canva
- Paper and pen

#### Links to the resource

[Timetoast timeline maker](#) | [Timetoast timelines](#)

[Intelligent Diagramming](#) | [Lucidchart](#) (no greek language)

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## EMPATHY

### The Power of Empathy: Understanding and Connecting with Others

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This activity aims to help participants develop a deeper understanding of empathy and its transformative effects on personal and professional relationships. Participants will explore the concept of empathy, enhance their empathetic skills, and cultivate a greater sense of connection with others. Learning Outcomes: Deeper understanding of empathy and its transformative effects.

#### Preparation

Participants will be provided with a set of reflective prompts encouraging them to recall and contemplate their experiences related to empathy. For instance:

- Think of a time when someone showed empathy towards you. How did it make you feel?
- Consider a recent interaction where you demonstrated empathy. What impact did it have?
- Reflect on a situation where you struggled to understand someone else's perspective. How did you navigate that challenge?

#### Instructions

1. "A Self-Exploration Journey": Participants will be encouraged to take their time and reflect upon each prompt thoughtfully, and invited to write down their reflections and insights in a journal or digital document. They can describe the situation, their emotional response, and any realisations or lessons learned. Then, they will be encouraged to review their reflections and look for areas where they may want to further develop their empathetic skills, and plan specific actions they can take in their daily lives to practise and strengthen their empathetic responses.

2. "Practicing Empathy": Participants will engage in an online interactive simulation that presents challenging scenarios where empathy is crucial. By making choices and experiencing the consequences of their actions, participants will gain a deeper understanding of the impact of empathetic and non-empathetic responses in various situations.

3. Quiz Understanding Empathy: Participants will be invited to assess their understanding of empathy based on the scenarios presented in the simulations. The quiz consists of multiple-choice questions that test their knowledge of empathetic behaviours, responses, and the consequences of different approaches.

**Materials in next pages**

### “Practicing Empathy”: Scenario - “Supporting a Friend in Need”

**Scene 1** - You receive a call from your close friend, Sarah, who sounds distressed. She recently lost her job and is feeling overwhelmed by the uncertainty of her future. She expresses her worries about finances and expresses self-doubt about her abilities.

- Response Options:

**Option A:** Brush it off and change the topic: You downplay Sarah's concerns and steer the conversation toward lighter subjects, avoiding the topic of her job loss.

**Option B:** Problem-solving mode: You immediately jump into offering advice and solutions, providing suggestions for finding new job opportunities and financial assistance.

**Option C:** Active listening and empathy: You empathise with Sarah's emotions, actively listen without interruption, and offer emotional support without immediately jumping into problem-solving.

- Consequences:

**Option A:** By brushing off Sarah's concerns and changing the topic, Sarah feels unheard and invalidated. She may withdraw from discussing her feelings further, leading to a strained friendship and missed opportunity for support.

**Option B:** While your intentions are good, Sarah may feel overwhelmed with your immediate problem-solving approach. She might feel that her emotions and need for emotional support are not acknowledged, potentially creating a sense of disconnection between you.

**Option C:** By actively listening, empathising, and offering emotional support, Sarah feels validated and understood. This fosters a sense of connection and trust between the two of you, creating an environment where Sarah feels comfortable discussing her concerns and seeking support when needed.

**Scene 2** - A few days later, Sarah calls again and shares that she's been feeling down and unmotivated. She mentions having difficulty getting out of bed and finding joy in activities she used to enjoy.

- Response Options:

**Option A:** Minimise the situation: You downplay Sarah's feelings, suggesting that it's just a phase or normal ups and downs everyone experiences.

**Option B:** Offer advice and solutions: You immediately jump into offering suggestions for self-help books, online resources, or activities that could boost Sarah's mood and motivation.

**Option C:** Express empathy and encourage professional help: You empathise with Sarah's emotions, validate her feelings, and suggest that it may be beneficial for her to seek professional support from a therapist or counsellor.

- Consequences:

**Option A:** By minimising Sarah's feelings, she may feel misunderstood and unsupported. This response might discourage her from opening up further and seeking the help she may need.

**Option B:** While your intentions are helpful, Sarah may feel overwhelmed with an immediate influx of advice. She might perceive this as a lack of understanding or dismissiveness of her current emotional state.

**Option C:** By expressing empathy and encouraging professional help, Sarah feels validated and supported. This response demonstrates your genuine concern for her well-being and provides her with a valuable suggestion for getting the appropriate support.

### “Quiz: Understanding Empathy”

#### Instructions:

Please select the best response for each question based on your understanding of empathy and the scenarios presented in the simulations. Choose the option that aligns with empathetic behaviours and principles.

What is empathy?

- a) Ignoring others' emotions and focusing on personal experiences.
- b) The ability to understand and share the feelings of others.
- c) Dismissing others' emotions as insignificant.

In the scenario where your friend, Sarah, expresses her worries about her job loss, which response demonstrates empathy?

- a) Brushing off Sarah's concerns and changing the topic.
- b) Immediately offering advice and solutions without considering her emotions.
- c) Actively listening, empathising with her emotions, and providing emotional support.

What are the potential consequences of brushing off someone's concerns and changing the topic?

- a) Enhanced sense of connection and trust.
- b) Strained relationship and missed opportunity for support.
- c) Development of a deeper understanding of their perspective.

In the scenario where Sarah shares her feelings of isolation, which response promotes empathy?

- a) Dismissing the isolation as temporary.
- b) Offering suggestions for self-care and activities to combat isolation.
- c) Validating Sarah's feelings and suggesting seeking support from friends or support groups.

Why is active listening an important aspect of empathy?

- a) It allows you to dominate the conversation and express your own opinions.
- b) It demonstrates your genuine concern and creates a safe space for open communication.
- c) It encourages you to dismiss others' emotions and focus solely on problem-solving.

What is the role of empathy in resolving conflicts and strained relationships?

- a) Dismissing others' perspectives to maintain personal beliefs.
- b) Offering immediate solutions to fix the issues.
- c) Validating emotions, empathising, and promoting open communication.

Which response option reflects empathy when your friend expresses feelings of disappointment and hurt due to strained relationships with family members?

- a) Brushing off the family issues, suggesting she should focus on herself.
- b) Offering advice on how to repair the relationships and resolve conflicts.
- c) Validating her emotions, empathising, and encouraging open communication with her family.

What can be learned from the empathy simulations?

- a) The importance of disregarding others' emotions to focus on problem-solving.
- b) The significance of active listening, validation, and understanding in building connections.
- c) The need to impose personal opinions and beliefs on others.

Scoring: | 1. b | 2. c | 3. b | 4. c | 5. b | 6. c | 7. c | 8. b

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## EMPATHY

### Understanding Others' Perspectives

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This activity consists of a simulation aiming to increase participants' understanding of other people's emotions, experiences and concerns, and gain insights into the importance of empathy, active listening, and open-mindedness in understanding and respecting diverse viewpoints. Learning outcomes: Enhance participants' awareness of the role of empathy in understanding others' perspectives, building effective teamwork, and fostering collaborative problem-solving.

#### Preparation

Introduction to the activity:

"Welcome to the "Challenges in the Workplace" simulation activity! In this interactive online simulation, you will have the opportunity to step into the shoes of a team member and navigate a challenging workplace scenario that requires empathy and understanding. The goal of this simulation is to enhance your ability to empathise with your co-worker's perspective, practise active listening, and foster effective collaboration.

Throughout the simulation, you will encounter various scenes that present different challenges and choices. Your responses will have consequences, allowing you to experience first-hand the impact of empathetic and non-empathetic approaches. This simulation aims to deepen your understanding of the importance of empathy in building strong relationships, fostering effective teamwork, and finding innovative solutions.<sup>41</sup>

As you progress through the simulation, consider the value of active listening, validating emotions, and seeking to understand different perspectives. Reflect on the consequences of your choices and how they impact the dynamics of the team and the overall outcome of the situation. This simulation provides an opportunity to practise empathetic behaviours and refine your skills in understanding and valuing the perspectives of others.

Remember, this is a safe and supportive learning environment where you can explore different approaches and learn from the consequences of your choices. Take your time, engage with the scenarios thoughtfully, and embrace the learning experience.

Are you ready to dive into the simulation? Let's begin and explore the power of empathy in enhancing collaboration and fostering positive work relationships!"

#### Instructions

1. Participants will be presented with a simulated scenario where a co-worker expresses frustration with the current project direction and proposes an alternative approach that differs from the initial plan.
2. Self-Reflection Exercise. Participants will be invited to reflect on the activity. The following texts could be presented through an interactive presentation.

#### Materials in the next pages



## Simulation scenario: "Challenges in the Workplace"

### Instruction:

Participants will be presented with a simulated scenario where a co-worker expresses frustration with the current project direction and proposes an alternative approach that differs from the initial plan.

**Scene 1** - During a team meeting, your co-worker, Alex, expresses frustration with the current project direction and proposes an alternative approach that differs from the initial plan. He believes this alternative would lead to better outcomes.

- Response Options:

**Option A:** Dismiss the alternative idea, asserting that the initial plan is the best course of action.

**Option B:** Engage in a heated argument, defending the original plan and challenging Alex's alternative approach without considering their viewpoint.

**Option C:** Ask questions to better understand his perspective and consider the potential merits of their alternative approach.

- Consequences:

**Option A:** By dismissing the alternative idea, Alex may feel unheard and undervalued. This response may hinder open communication and collaboration.

**Option B:** Engaging in a heated argument may escalate tensions and create a hostile work environment. It can damage the working relationship with Alex and hinder the exploration of different ideas and solutions.

**Option C:** By actively listening and considering Alex's perspective, you create an environment of respect and openness. This response fosters collaboration and encourages innovative problem-solving.

**Scene 2** - In a one-on-one conversation, Alex shares a few more details about his proposed approach and his underlying motivations for suggesting it. Nevertheless, the plan doesn't sound feasible to you.

- Response Options:

**Option A:** Tell him that the plan is not feasible in your opinion and immediately clarify that you believe the initial plan is superior.

**Option B:** Show curiosity and ask Alex to explain his alternative approach in more detail, seeking to understand his perspective and motivations.

**Option C:** Express your concerns about potential challenges with his alternative approach and suggest collaborating to address those concerns.

- Consequences:

**Option A:** By dismissing his perspective without acknowledging his underlying motivations, you may create a sense of invalidation and hinder open communication. This response may strain the relationship and hinder effective collaboration.

**Option B:** By showing curiosity and seeking to understand Alex's perspective and motivations, you create an environment that values open dialogue. This response fosters trust and may lead to a deeper understanding of his alternative approach and potential benefits.

**Option C:** By expressing concerns about potential challenges and suggesting collaboration to address them, you encourage a constructive dialogue and may enhance the refinement of Alex's alternative approach.

### Simulation scenario: "Challenges in the Workplace"

**Scene 3** - A team member approaches you to raise concerns about the feasibility of Alex's alternative approach, highlighting potential risks and challenges. Although you already gave your word to Alex that you would have supported him to improve their plan, you share your team member's concerns.

- Response Options:

**Option A:** Push for the implementation of Alex's approach.

**Option B:** Acknowledge the concerns, facilitate a discussion to address them, and explore potential proposals for modifications to further discuss with Alex altogether.

- Consequences:

**Option A:** By pushing for the implementation of Alex's approach without carefully listening to and discussing your team member's concerns, you may create a sense of disregard of their experiences and viewpoint.

**Option B:** By showing empathy, acknowledging the concerns raised, and facilitating a discussion to address them, you create an environment that values everyone's input. This empathetic response fosters collaboration, builds trust, and encourages the team to find a balanced solution that takes into account everyone's experiences and viewpoints.

**Scene 4** – The day for the general meeting of the project has arrived. Your supervisor, Alex and your team members gathered to discuss the implementation approach. Your supervisor rudely criticises Alex's proposal in front of everyone, and asks you to share your opinion.

- Response Options:

**Option A:** Agree with the supervisor's criticism and dismiss Alex's proposal without offering an opinion.

**Option B:** Support Alex's proposal and defend it against the supervisor's criticism.

**Option C:** Express empathy towards Alex and redirect the discussion to focus on the merits and potential improvements of their proposal.

- Consequences:

**Option A:** By agreeing with the supervisor's criticism and dismissing Alex's proposal without offering an opinion, you may contribute to a negative and demoralising environment. This response can lead to a lack of trust and collaboration within the team.

**Option B:** By supporting Alex's proposal and defending it against the supervisor's criticism, you demonstrate solidarity and support for your team member. This response can foster team cohesion and encourage open discussion about the merits and potential improvements of the proposal.

**Option C:** By expressing empathy towards Alex and redirecting the discussion to focus on the merits and potential improvements of their proposal, you create a more inclusive and constructive environment. This response acknowledges the impact of the supervisor's criticism and encourages a balanced evaluation of ideas.

### Self-Reflection Exercise

Participants will be invited to reflect on the activity. The following texts could be presented through an interactive presentation:

Now that you have completed simulation, take a moment to reflect on your experience and the lessons you have learned. Consider the following questions and write down your responses:

- How did the simulation make you feel? Did it evoke any particular emotions or challenges?
- Reflecting on the consequences of your choices, what impact did empathy have on the outcomes of the scenarios? How did empathy contribute to better understanding and collaboration?
- Did you notice any patterns in your response choices throughout the simulation? Were there any situations where you consistently chose empathetic responses or non-empathetic ones? What might have influenced those choices?
- What did you learn about active listening and its role in understanding a co-worker's perspective? How did actively listening and seeking to understand improve your ability to empathise with others?
- How did the simulation challenge your preconceptions or assumptions about empathy? Did it change your perspective on the importance of empathy in the workplace?
- Reflecting on your own experiences outside of the simulation, how might you apply the lessons learned about empathy and understanding in your interactions with co-workers, team members, or even friends and family?
- What strategies or techniques did you discover during the simulation that you can incorporate into your daily life to enhance your empathy skills?
- Is there anything you would do differently if you were to revisit the scenarios presented in the simulation? What specific actions or responses would you change based on your deeper understanding of empathy?

Take your time to reflect on these questions and jot down your thoughts. Consider how the simulation has influenced your perspective and how you can incorporate empathy and active listening into your future interactions. Remember, empathy is a competence that can be continuously developed and refined over time, so embrace the opportunity for growth and apply these insights to enhance your relationships and collaboration with others.

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## EMPATHY

### Flashmob for a good cause

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective is that the participants are able to recognize the efforts made by their peers, value them and acquire the necessary tools for mutual recognition. The learning outcomes are communication with each other and learn how to build the something in team.

#### Preparation

In this dynamic, the participants must become professional dancers and, in addition, show leadership skills to help their team achieve the best results. They will not only decide the good cause they are going to support through their solidarity, the song they will perform and the costumes. In addition, they will need to collaborate to divide the main groups into teams. Each of these subgroups will create their own choreography, which must be integrated into the global choreography.

Finally, the whole group will rehearse the common part of the dance and record a video with the flash mob.

#### Instructions

1. Participants must choose among all a good cause about which to raise awareness among others. This decision will be made unanimously.
2. Next, they will make a brief presentation about the chosen good cause and the reasons that led to choosing it. This presentation may be made orally or supported by physical material such as cardboard or computer material, such as a PPTX.
3. Subsequently, the main group will be divided into smaller groups, each of these groups must develop a short choreography of a few seconds to integrate into the group choreography.
4. Once the choreographies of the subgroups have been prepared, they will be presented to the global group.
5. The group must integrate all the choreographies so that they are the most aesthetically appropriate.
6. The final result must be recorded on video. The group will decide on a dissemination plan for this recording to help raise awareness for the chosen cause. Participants must also choose the song and costume to use during the video.

#### Materials/Links to the resources:

<https://www.wikihow.com/Organize-a-Flash-Mob>

<http://notebooks.drustvo-antropologov.si/Notebooks/article/view/303/257>

<https://the25percent.eu/hub/handbook/chapter-4/flashmob/>

<https://www.youtube.com/watch?v=zSlhNN-VqBo>

[https://en.wikipedia.org/wiki/Flash\\_mob](https://en.wikipedia.org/wiki/Flash_mob)

<https://www.youtube.com/watch?v=3g0jLvKOFs4>

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## EMPATHY

### How Would You Feel?

INDIVIDUAL

GROUP

ONLINE

IN PERSON

HYBRID

AUTONOMOUS

REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This is a very useful exercise that can encourage empathy in people of all ages. The conversation that follows will encourage participants to empathize with others, to think about how to practice empathy going forward, and to think critically about why empathy is so important.

#### Preparation

In this activity, an effort is made to cultivate empathy by focusing on racial discrimination. It aims at understanding the other person by putting oneself in his/her place, in order to eliminate stereotypes and prejudices regarding diversity, thinking and acting in the light of seeing one's own point of view.

#### Instructions

1. The participant watches a short film on the platform that deals with the issue of racial discrimination in post-war Germany (youtube)
2. Then browses through the platform's posted educational and scientific material, photos and additional suggested bibliography
3. They are then asked to answer an open-ended questionnaire with questions related to the theory of racial discrimination, while commenting on the film.

#### Materials

Electronic device and internet access

#### Link to the resource:

Movie "the Black Rider" or "Schwarzfahrer".

<https://www.youtube.com/watch?v=9zGEy2WsmQQ> (GRE)

<https://www.youtube.com/watch?v=S2bh6QhIqJ8&t=640s> (PT)

<https://www.youtube.com/watch?v=XFQXcv1k9OM> (ENG)

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## EMPATHY

### Change Places

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

In this activity, an effort is made to cultivate empathy by focusing on racial discrimination. It aims at understanding the other person by putting oneself in his/her place, in order to eliminate stereotypes and prejudices regarding diversity, thinking and acting in the light of seeing one's own point of view.

#### Preparation

The facilitator needs to ensure that have access to the three short films and have the links ready for the participants to watch during the activity.

#### Instructions

1. The participant watches 3 short films that deal with current issues such as racial racism, poverty, diversity. Before watching the films, the participant is asked to try to put himself/herself in the shoes of the protagonist.
2. Then for each video the following questions follow:
  - What did you notice in the video?
  - What did you see in the video?
  - What was the reaction of the bystanders?
  - Do you have similar experiences?
  - Has the approach changed after the videos?

#### Materials/Links to the resources:

<https://www.youtube.com/watch?v=XFQXcv1k9OM> (ENG)

<https://www.youtube.com/watch?v=L9O8j9QPZc8> (ENG/PT)

<https://www.youtube.com/watch?v=zRwt25M5nGw> (ENG/PT)

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## EMPATHY

### Real - Case Scenario for Empathy

- INDIVIDUAL  
 GROUP

- ONLINE  
 IN PERSON  
 HYBRID

- AUTONOMOUS  
 REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This activity is a real-case scenario that aims to help participants develop their empathy skills. The expected learning outcomes of this activity are the following:

Participants will be able to relate to another person's experience, think about someone else's experience and to be able to think of what they could do to help someone else.

#### Preparation

The participants have to split into groups, and they are given a scenario which they have to discuss.

#### Instructions

##### Scenario

"Odysseas is a child with deteriorated hearing who is bullied by his classmates. Specifically, none of his classmates wants to hang out with him and they all avoid him and make fun of him".

##### Challenge

One of the participants in the group has to press their hands into their ears until they are no longer capable of hearing very well or using a headphones. Another participant tries to talk to the child who presses his/her hands into his/ her ears, and the child is trying to understand what he/she is saying.

The participants have to answer the following questions in groups:

1. Can you try and put yourself in Odysseas' shoes? How would you feel?
2. How do you feel now that you can't hear perfectly what the other child is telling you?
3. Would you feel comfortable in asking the person to repeat himself/ herself?
4. How would you feel if your classmates were bullying you because of your hearing deficiency?
5. How would you feel if you were asked to leave your school because of your hearing problem?
6. What would you advise Odyssea to do?
7. Would you help Odyssea? What would you do?
8. Would you defend Odyssea in case he was bullied in front of you?

#### Material:

- Headphones

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## COMMUNICATION

### Introduce Yourself

- INDIVIDUAL  
 GROUP

- ONLINE  
 IN PERSON  
 HYBRID

- AUTONOMOUS  
 REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

In this activity the young person practises verbal and non-verbal communication. It helps to develop their own perception of how they express/communicate. As learning outcomes being in front of a camera and self-confidence.

#### Preparation

The young person should prepare the film camera, choose a quiet place to film themselves.

Repeat the activity, trying to correct the aspects for improvement that were identified.

If it is easier and more comfortable, the video can be recorded and analysed with the opinion of someone close to the young person.

#### Instructions

- 1.The young person should record herself/himself making a speech according to script 1.
- 2.She/he should then visualise the recording, identifying characteristics and "tics", hand gestures, speech hesitations, facial expressions, body posture, tone of voice, type of language used throughout the communication.
- 3.To do this self-evaluation you should use guideline 1.

#### Script 1:

You are in front of an audience and you have to introduce yourself (name, age, place of residence, hobbies, etc). Next, you should talk about your strengths and say how you visualise your life in 5 years' time, both personally and professionally.

#### Guideline 1:

- Measures to adopt for effective communication in public: avoid speech hesitations (ah ah ah, and and and and )
- articulate words well
- maintain eye contact with the audience
- Show relaxed posture (avoid crossing your arms or shrugging your shoulders)
- Speaking in a clear and measured manner
- Use hands to gesture without placing them in front of the face.

#### Materials

- Mobile phone or video camera

#### Link to the resource:

[Gravador de Vídeo Online: Grava-te a ti próprio e ao teu ecrã | Canva](#)

[Interviewing\\_\(teachteam.org\)](#)



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## COMMUNICATION

### Professional of the year (Linkedin)

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective is to stimulate creativity and future vision by imagining and describing the achievement of a major professional award.

#### Preparation

The participant must construct a text to be published in a LinkedIn post about a professional award.

#### Instructions

Present a text to the participant:

- 1." Imagine that in 5 years time you win a major Professional of the Year award".
2. Write a text to publish on LinkedIn as a post regarding the announcement of the award.

#### Materials/Link to the resources:

[LinkedIn: entre ou cadastre-se](#)

[Summary for LinkedIn: Top 5 Examples for Prospecting in 2023 \(waalaxy.com\)](#) (no greek language)

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## COMMUNICATION

### Mystery object

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

Promote a moment of interpretation of a message, simulating a situation involving the transmission and reception of a message. Recognise the importance of knowing how to transmit a message clearly. Interpret the same message differently.

#### Preparation

This game should be played with a large group, in silence or with attention.

#### Instructions

1. Each person writes the name of an object on a piece of paper that is placed inside a bag or box.
2. One participant takes a piece of paper with the name of an object on it and must describe its characteristics orally, without ever revealing the name.
3. The rest of the group must draw the object presented, taking into account their perception of what they hear.

#### Debriefing

- How did they feel carrying out the activity?
- If you had any difficulties, which ones?
- What strategies were used to describe the object?
- How does this dynamic connect to the issues of communication and human interaction?

#### Materials

- Paper
- Pens
- Bag or box to put the papers in

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## COMMUNICATION

### A guide for your life

- INDIVIDUAL  
 GROUP

- ONLINE  
 IN PERSON  
 HYBRID

- AUTONOMOUS  
 REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective is to provide tools for assertive speech and behaviour to be used in a job interview. The learning outcomes are presentation and communication skills and adaptability and contextualization.

#### Preparation

The activity will take place in 2 sessions over 1 day.

#### Instructions

1. Presentation of the group and ice-breaker dynamic

1st Session: During the morning

- A theoretical session will take place, where tools and techniques of physical presentation and verbal expression will be presented, to work on behaviour, appearance, dialogue, non-verbal language, among others, which should be adapted to interviews for the different work contexts.

2nd Session: During the afternoon

- This will be a practical session with simulated interviews, where the techniques and tools learnt during the morning session will be applied.
- The group will be divided into 3, interviewees, interviewers and observers.
- Then one element from each group gets together, each one will be given a card with the work context and some guiding questions and they should simulate an interview.
- The groups should change positions and work context.
- The observer should record the mistakes.

At the end of the session everyone should reflect and report on their experience throughout the day.

#### Materials

- Powerpoint presentation and Text with information about Job Interview Techniques
- Activity guide
- Cards with different work contexts
- Paper and pens
- Computer and projector

#### Link to the resource

[Adecco destaca 10 dicas para brilhar numa entrevista de emprego - Adecco Portugal](#) (just in portuguese)

[Interviewing](#) (teachteam.org).

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## COMMUNICATION

### Decoding Nonverbal Cues

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This interactive e-learning experience focuses on enhancing participants' understanding of nonverbal communication. Participants explore the significance of nonverbal cues and their impact on communication effectiveness. Through interactive scenarios, they observe and analyze cues, interpret their meanings, and receive immediate feedback. The program aims to equip participants with practical skills for improved communication in personal and professional settings.

#### Preparation

Participants should be first welcomed and presented with the objectives and scope of the learning experience.

#### Instructions

1. An introduction of the activity will be provided in the form of an interactive presentation.

2. "Decoding Nonverbal Cues"

This activity offers a range of interactive exercises designed to enhance participants' ability to interpret and understand nonverbal communication. These exercises provide practical opportunities for individuals to develop their skills in decoding facial expressions, body language, vocal cues, and cultural variations, ultimately leading to more effective and nuanced communication.

#### Exercise 1: Facial Expressions

Participants watch a video clip capturing a group conversation, focusing on the facial expressions displayed by each participant. By observing cues such as smiles, frowns, raised eyebrows, and eye contact, participants interpret the underlying emotions being expressed. This exercise allows participants to delve into the impact of facial expressions on the dynamics of a conversation. The following sample knowledge check questions could be included:

1.1 What emotion is most likely being expressed by the person in the video clip based on their facial expression?

- a) Happiness
- b) Anger
- c) Surprise
- d) Sadness

1.2 Which facial cue indicates a positive emotion in the video clip?

- a) Smiling
- b) Frowning
- c) Raised eyebrows
- d) Closed eyes

#### Exercise 2: Body Language

Participants analyse the body language cues of both an interviewer and an interviewee in a simulated job interview scenario. By considering factors like posture, hand gestures, and body positioning, participants decipher the levels of confidence, engagement, or nervousness displayed by each individual. This exercise enables participants to explore the significance of body language in influencing interview outcomes. The following sample knowledge check questions could be included:

2.1 Based on the body language cues observed in the simulated job interview scenario, which candidate appears more confident?

- a) Candidate A, who maintains steady eye contact and sits upright.
- b) Candidate B, who avoids eye contact and slouches in the chair.
- c) Both candidates display similar levels of confidence.
- d) It is impossible to determine confidence levels from body language cues alone.

2.2 What body language cue might indicate nervousness in the interviewee?

- a) Fidgeting or tapping fingers
- b) Sitting still with relaxed shoulders
- c) Direct eye contact and steady gaze
- d) Leaning back comfortably in the chair

### Exercise 3: Vocal Cues

3.1 Based on the audio recording, which vocal cue suggests the person is expressing enthusiasm?

- a) Fast-paced speech
- b) Monotone voice
- c) Soft-spoken tone
- d) Loud and aggressive tone

3.2 Which vocal cue may indicate frustration or irritation?

- a) Loud and clear articulation
- b) Slow and deliberate speech
- c) Rapid and unintelligible speech
- d) Gentle and soothing tone

### Exercise 4: Cultural Variations

Participants examine a series of photographs depicting individuals from diverse cultural backgrounds engaged in various social interactions. They compare and contrast the nonverbal cues displayed, such as greetings, hand gestures, or personal space. This exercise prompts participants to reflect on how cultural norms and practices influence nonverbal communication, fostering cultural awareness and sensitivity. The following sample knowledge check questions could be included:

4.1 In the photographs depicting individuals from different cultural backgrounds, which hand gesture may have different meanings across cultures?

- a) Thumbs up
- b) Handshake
- c) A-OK sign
- d) Waving

4.2 How might personal space preferences vary across cultures?

- a) Close physical proximity is preferred in most cultures.
- b) Large personal space is preferred in all cultures.
- c) Personal space preferences are consistent across cultures.
- d) Personal space preferences differ across cultures.

### Exercise 5: Contextual Interpretation

Participants analyse a dialogue between two individuals, focusing on the nonverbal cues that convey underlying meanings or intentions. By considering factors like eye contact, facial expressions, hand gestures, and body positioning, participants gain insights into the role of nonverbal cues in understanding the conversation within its specific context. This exercise highlights the importance of context in interpreting nonverbal communication. The following sample knowledge check questions could be included:

5.1 In the dialogue between two individuals, which nonverbal cue might suggest disagreement or resistance?

- a) Direct eye contact
- b) Nodding of the head
- c) Crossed arms
- d) Leaning forward

5.2 What does an individual's relaxed posture and open body language typically indicate?

- a) Boredom or disinterest
- b) Excitement or anticipation
- c) Confidence and engagement
- d) Frustration or impatience

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## COMMUNICATION

### Unlocking Effective Communication

INDIVIDUAL

GROUP

ONLINE

IN PERSON

HYBRID

AUTONOMOUS

REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This activity seeks to empower participants to enhance their communication skills through interactive activities. Through a learner-centred approach, the activities aim to cultivate self-awareness, active listening, and empathy, enabling participants to communicate more effectively.

#### Preparation

Introduction to the activity. A sample introductory text is presented below. "Step into the world of effective communication, where words have the remarkable ability to forge connections and drive positive outcomes. In this learning activity, we will delve into the profound significance of effective communication and explore how to communicate with impact.

Effective communication is a cornerstone of personal and professional success. It enables individuals to convey thoughts, foster understanding, and navigate complexities with finesse. However, mastering this art requires more than surface-level knowledge: it demands a deep understanding of the nuances of effective communication.

Get ready to embark on a journey towards achieving excellence in effective communication and harnessing its transformative potential."

#### Instructions

##### 1. "Principles of Effective Communication"

- Principle 1: Active Listening
- Principle 2: Clear and Concise Messaging
- Principle 3: Nonverbal Communication
- Principle 4: Empathy and Emotional Intelligence
- Principle 5: Adaptability and Flexibility
- Principle 6: Feedback and Active Engagement
- Wrapping Up

##### 2. Conflict Resolution Challenge: Finding Common Ground

In this interactive role play activity, participants will engage in a simulated conflict resolution scenario. The activity is designed to provide an opportunity for participants to practice their communication and conflict resolution skills in a safe and controlled environment.

Participants will assume the roles of themselves and a colleague, Sarah, with whom they are experiencing a conflict. The scenario involves a project collaboration where breakdowns in communication and differing opinions have created tension and hindered progress. Participants will navigate through the role play, addressing the conflict, expressing their concerns, and actively listening to Sarah's perspective.

Through this immersive experience, participants will practice empathy, active listening, and collaborative problem-solving techniques. They will work towards finding common ground, brainstorming solutions, and ultimately resolving the conflict in a respectful and constructive manner.

After the role play, participants will have an opportunity to reflect on their communication approaches, evaluate their effectiveness, and discuss potential resolutions to the conflict. The activity aims to enhance participants' conflict resolution skills, promote understanding, and foster positive workplace dynamics.

**Scenario:**

You are a team leader at your workplace, and you have been assigned a project to work on with a colleague, Sarah. However, a conflict arose from a disagreement about the project deadline, which she considers to be too tight. The conflict is impacting the project's progress and team morale. Nevertheless, the upper management is pushing you to move the project forward.

**Scene 1:**

*Sarah approaches you to discuss the project deadline with you. "I feel like the current timeline is too tight – she says -, and it might compromise the quality of our work". How would you reply to it?*

Option responses:

Option A: "I understand your concerns, Sarah. Let's explore together how we can manage the workload effectively within the given timeline and maintain the quality of our work."

Option B: "Don't worry about the deadline, Sarah. We can handle it. We've done it before, and I'm confident we'll deliver quality work."

Option C: "The deadline is non-negotiable, Sarah. We have to make it work. Focus on meeting the deadline and trust in our abilities."

Option D: "Let's discuss your concerns further, Sarah. What specific challenges do you anticipate with the current timeline, and how do you think we can mitigate them?"

Feedback:

Option A: You demonstrated empathy and a collaborative approach by acknowledging Sarah's concerns and suggesting a joint effort to find solutions. This response promotes effective communication and teamwork.

Option B: You showed confidence but lacked acknowledgment of Sarah's concerns. This response may lead to a breakdown in communication, as it does not address the underlying conflict or involve Sarah in finding a resolution.

Option C: You took a firm stance on the deadline without considering Sarah's concerns. This response may create a negative and uncollaborative atmosphere, hindering effective communication and teamwork.

Option D: You engaged in active listening and sought to understand Sarah's perspective by asking open-ended questions. This response encourages effective communication, demonstrates empathy, and promotes collaborative problem-solving.

**Scene 2:**

*One week later, Sarah approaches you again, expressing her continued concerns about the project deadline. She also mentions feeling overwhelmed by the workload and the growing sense that something needs to change.*

Option responses:

Option A: "Sarah, we have to prioritise meeting the deadline. Let's do our best to manage the workload effectively by practising efficient time management and ensuring clear communication within the team."

Option B: "Sarah, I hear you, and I agree that the current workload is overwhelming. Let's sit down together and identify specific areas where we can optimise our processes and streamline the tasks to ensure both timely delivery and quality outcomes."

Feedback:

Option A: This response does not acknowledge Sarah's concern and does not actively engage in problem-solving or explore alternative solutions. It may overlook the impact of the workload on well-being and fail to address the shared concerns effectively.

Option B: This response shows empathy and a problem-solving mindset. By involving Sarah in the process of identifying process improvements and task optimization, the participant fosters collaboration and effective communication, working towards a resolution that meets both their concerns.

### Scene 3:

*Three days before the deadline, Sarah approaches you, visibly concerned about the progress of the project. She expresses her worry that the workload is still overwhelming, and she doubts the team's ability to deliver the expected results within the remaining time."*

Option responses:

Option A: "Sarah, I understand your concerns, and I share them too. Let's call for an emergency team meeting to reassess our priorities, reallocate resources if necessary, and develop a plan to ensure we meet the deadline without compromising quality."

Option B: "Sarah, we just need to push through and focus on getting the work done. We have no choice but to meet the deadline regardless of the challenges."

Feedback:

Option A: This response demonstrates active listening and a proactive problem-solving approach. By acknowledging Sarah's concerns and suggesting an emergency team meeting, the participant shows effective communication and a commitment to finding timely solutions. This teamwork and encourages collaboration, enabling the team to address the workload challenges collectively.

Option B: This response dismisses Sarah's concerns without actively addressing them or offering support. It lacks empathy and fails to foster effective communication.



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## COMMUNICATION

## Journalist for a day

- 
- INDIVIDUAL
- 
- 
- GROUP

- 
- ONLINE
- 
- 
- IN PERSON
- 
- 
- HYBRID

- 
- AUTONOMOUS
- 
- 
- REQUIRES FACILITATOR

## Objectives and Learning Outcomes

The final result of this training is that the participants will learn to divide the tasks and communicate with each other with the aim of achieving a shared goal.

## Preparation

The objective is to present a newspaper with its different sections (local, political, national, events, sports, culture, etc.). At the beginning, the roles must be distributed: director, journalist of each of the sections, proofreader, layout artist, etc. The same person can play several roles. All members must have at least one role. They can use all the resources at their disposal, from computer applications, scenarios, furniture, etc.

- In small groups of between 5 and 8 people, all participants will be part of the same team.
- In larger groups (more than 10 people) participants can work in different teams, as long as they are not more than 8-10 people.

## Instructions

1. The participants will share out the acting roles, newspaper director, journalist from each of the sections, proofreader, layout artist, photographer, illustrator, etc. and, in general, any other paper that comes to mind.
2. The same person can play several roles as long as all members of the team or subgroup have at least one role.
3. Before starting to write, the director, supported by the rest of his team, must decide the format of the newspaper, such as the number of pages, the news to be included in each of the sections, the first page and any other section that he considers (hobbies, obituaries, billboard, calendar, etc).
4. The content of the newspaper will be invented by the members of the team according to the work system decided by the participants.
5. Once they finish, each team will present their newspaper to the rest of the teams or subgroups.
6. They will be able to choose the best newspaper in various aspects (best news from each of the sections, best layout, etc).

## Link to the resource:

[https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/asele/pdf/06/06\\_0412.pdf](https://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/06/06_0412.pdf)

<https://es.padlet.com/>

<https://stormboard.com/home>

<https://bubbl.us/>

<https://classroomscreen.com/>

[https://www.canva.com/es\\_es/](https://www.canva.com/es_es/)

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# COMMUNICATION

## Speak - Move - Watch

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

### Objectives and Learning Outcomes

The aim is to get to know and communicate through active listening to the interlocutor. To enhance non-verbal communication, coordinate verbal and physical communication, enhance active listening and observation, but also to train the recognition of emotion.

### Preparation

Getting to know each other activity: Individuals are divided into groups of two. They are given 6 minutes to conduct introductory interviews with each other.

### Instructions

- 1.They can ask anything they want and think is important and there is freedom to respond to anything they want. They then introduce each other. The presentation can be done in different ways, e.g. they can pretend to be the interviewer.
- 2.Main experiential activity: The group forms a circle. The circle starts with one person, saying his/her name and making a gesture. The next person repeats the name and movement of the previous person, says his/her name and adds his/her movement. This happens until the circle is complete. Then all together they all say the names with the moves and then only the moves are left. At the end, they move freely in space (on all levels), doing the moves as they remember them. In the resulting encounters these movements begin to be conceptualised and non-verbal dialogues are created.
- 3.One person from the group says a phrase that refers to how they feel, e.g. "I feel tired". The other people in the group rephrase the phrase as accurately as possible in terms of tone, style, posture to reflect the same feeling as the first person. The person who stated the phrase will choose which people were closest to what they said and felt. At the end, everyone discusses together how they felt. They share thoughts and feelings.

### Materials

No materials

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## COMMUNICATION

### Follow the Instructions

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

### Objectives and Learning Outcomes

The aim is to communicate through writing and discussion. Learn to write detailed, clear and direct directions and instructions to another person.

### Instructions

1. The participant writes down directions to a destination relatively close to his/her home/office, e.g., the nearest cinema.
2. Requests a family member or friend to follow the written directions.
3. On returning from the destination, they discuss whether the directions were clear and understandable.
4. Ask these questions:
  - What could be changed to make it clearer?
  - How could these instructions be made better understood?
  - Is there a sign or building that the participant could mention for greater clarity?

### Materials

- Pen and Paper

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## COMMUNICATION

### Game for Enhancement of Communication Skills

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The game aims to help participants work together and improve their social skills. The learning outcomes of this activity are that participants develop their social, thinking skills, express their thoughts and emotions and be able to bond with each other.

#### Preparation

The participants are divided into small groups, and they start playing the game.

#### Instructions

1. After 5 minutes of playing, they stop.
- Participant A must choose another participant who will have to remember the answers that Participant A gave to the questions.
- The game is over when all participants made a guess.
- The person who wins is the one who give the most correct answers!

#### Questions:

1. Tell us about something you are looking forward to.
2. Do you consider yourself to be social?
3. Do you think communication is a useful skill? Why?
4. Can you tell me an achievement of yours that you are proud of?
5. Have you ever experienced any communication breakdown?
6. Where do you see yourself in 5 years from now?
7. Tell us 3 characteristics of your personality you are proud of and 3 characteristics you are not very proud of.
8. Tell us a talent you have that makes you unique and how it is useful to you.
9. Can you share some of your hobbies?
10. What would be the most ideal job for you?
11. What are you looking for in a job? Which are the most important qualities you are looking for in a job?
12. Tell us something you have created for which you are proud of.
13. How do you think you can improve your communication skills?
14. Tell us your favourite object in your room and tell us its backstory.
15. What would you do if you won the lottery?
16. What is your dream destination?
17. What is your favourite movie or TV show, and why?
18. Do you get nostalgic for the past, and why?
19. Were you a rebel as a kid, or something else you don't identify with today?
20. Do you talk to your pets like they are people?

#### Link to the resources

<https://www.morethanonestory.org/>

<https://www.morethanonestory.org/en/play>

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## COLLABORATION

### Chairs & Puzzle

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The activities in this preparation aim to foster teamwork and collaboration among the young participants. By engaging in group tasks, they will have the opportunity to work together towards a common goal. The learning outcomes are team collaboration and communication

#### Preparation

Choose a calm and relaxing environment where the participants can focus and engage in the activity without distractions. Separate the chairs for the activity.

#### Instructions

##### 1st Game: Chairs

1. Divide the young people into 2 groups.
2. Give each group a different instruction.
3. For example: One group should place the chairs in a circle; the other group should place the same chairs in a corner of the room.
4. In this activity nobody can speak (silence).
5. They should be able to complete the two instructions in common.

##### 2nd Game: Puzzle

1. The young people should be divided into small groups, and each group should be given 3 random pieces of a puzzle.
2. The groups should exchange the pieces so that they get their pieces for the construction of each puzzle.
3. In this activity nobody can speak (silence).

#### Material:

- Chairs
- Large room
- Pieces of 3 large puzzles

#### Links to the resources:

[Puzzel.org](https://puzzel.org) (site in all languages).

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## COLLABORATION

### Filmmaker for a day

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The end result will be that the participants will learn to collaborate with each other through the division of labor and the delegation of functions to achieve common goals. The learning outcomes are practical application of collaboration skills.

#### Preparation

The objective is to present a free-form film of 1.5-3 minutes recorded with the mobile phone. At the beginning, the roles should be distributed: scriptwriter, actors and actresses, directors, assistants, designers, etc. The same person can play several roles. All members must have at least one role. They can use all the resources at their disposal, from computer applications, scenarios, furniture, etc.

#### Instructions

1. In small groups (5-8 people) all the participants will work in the same team. In larger groups (more than 10 people) they can work in different teams of no more than 8-10 people.
2. Participants will share the roles of acting, scripting, storyboarding, cameras, lighting, editing, directing, and whatever other roles they can think of. The same person can play several roles. All members must have at least one role.
3. They must plan, record, edit and present at the end of the dynamic a movie between one and a half and three minutes long. The theme of the film will be totally free.
4. To achieve this goal, they can use all the resources at their disposal, from computer applications, to different indoor and outdoor settings, furniture, clothing, etc.
5. They will share the film with the facilitator or with other groups through the class projector.
6. In case there are several teams, at the end they can choose the best film in various categories, such as best acting, directing, script, etc.

#### Material/Links to the resources:

[https://en.wikipedia.org/wiki/Newspaper\\_production\\_process\\_\(En\)](https://en.wikipedia.org/wiki/Newspaper_production_process_(En))

<https://es.padlet.com/>

[https://padlet.com/\(En\)](https://padlet.com/(En))

<https://stormboard.com/home>

<https://bubbl.us/>

<https://classroomscreen.com/>

[https://www.canva.com\(En\)](https://www.canva.com(En))

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## COLLABORATION

### Lost

- INDIVIDUAL  
 GROUP

- ONLINE  
 IN PERSON  
 HYBRID

- AUTONOMOUS  
 REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This exercise emphasizes problem-solving via teamwork, and group dynamics. Participants learn to work as a team using limited resources and tackle challenges that can arise with an obvious group goal in mind.

#### Preparation

The aim of the activity is for the participants to overcome all the obstacles by working together. Choose a calm and relaxing environment where the participants can focus and engage in the activity without distractions.

Depending on the number of participants we divide in teams.

#### Instructions

1. Activation game: The team tries in a circle to hold a balloon in the air with any part of the body. The challenge for the team is to keep the balloon from falling to the floor. If they succeed with ease the facilitator can put 1 or 2 more balloons in the circle.

2. Activity "Lost":

- We are all castaways on a desert island and each group tries to "save" themselves by following from the map a specific route with obstacles.
- On the route they encounter boats, paths, bridges, etc. These could be newspaper boats, cardboard bridges etc. The room is set up with the obstacles (a sea, or a canyon with a hanging bridge) and aiding tools (bridge, boat) along the routes.
- It is emphasized to the participants that for each team all members must reach the finish line together at the same time but also overcome each obstacle together as a team. For eg. The boat is in the middle of the sea and the team must swim to it.
- The team needs to sort out how they will get on to the boat at the same time without flipping it and all members fitting in it.
- Team members cannot overcome the obstacles one person at a time they need to do it at the same time. When crossing a bridge or rocks etc. They need to be holding hands and aiding each other.

#### Materials

- Balloon(s),
- Cardboard, newspapers, boxes, hoops and other materials that can be used creatively to form the obstacles on the route.

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## COLLABORATION

### If I Were

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This exercise emphasises the recognition of people's different characters and seeks ways of collaborating with each other.

#### Preparation

Choose a calm and relaxing environment where the participants can focus and engage in the activity without distractions and separate the cards with the roles.

#### Instructions

1. The instructor assigns roles to the participants.
2. The roles that the participants will have are specific and arise through characteristics that each person may have that make it difficult for them to communicate in a group.
3. Each participant takes on the task of analysing the difficulties faced by "his/her role" in communicating with the group.
4. As an indication, he/she can answer the following questions:
  - Do you think that the way you express yourself is clear enough to others?
  - Do you think that team members will be able to cooperate with you?
  - What elements of your character/role do you think would help you work with the team?
  - What would you change to make collaboration more effective?

#### Materials

- Cards with roles: examples of roles are shy, aggressive, angry, fearful, quite communicative, passive, opinionated...



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# COLLABORATION

## Hear Me Out

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

### Objectives and Learning Outcomes

The purpose of this group activity is to help participants learn how to collaborate in a more effective way. The expected learning outcomes of this activity is to help participants: Develop their collaboration skills, learn how to work together for a common goal, increase their creative skills.

### Preparation

The facilitator needs to prepare a collection of surrealist pictures for the participants.

### Instructions

1. We divide the groups into pairs.
2. Every pair receives a piece of paper and a reference picture. One of the two is the narrator (Student A) and the other one is the artist (Student B).
- 3.: Student B turns and faces the wall, while student A describes the picture of reference.
4. We reveal the final outcomes, and we compare the drawings with the reference pictures. The groups self-reflect on the accuracy of their drawing and whether they could have collaborated in a different way.
5. Finally, all participants self-reflect on the artistic outcomes and contribute to a general discussion regarding collaboration and artistic expression.

### Materials

- White paper
- Pencils, stationary, colours, watercolours
- Pictures of reference (preferably surrealist pictures - see the next pictures)



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## COLLABORATION

### Communication as the Catalyst to Unlock Collaborative Success

INDIVIDUAL

GROUP

ONLINE

IN PERSON

HYBRID

AUTONOMOUS

REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

Through the questionnaire, participants will sharpen their problem-solving skills by testing their knowledge. The learning outcomes are better knowledge about teamwork and collaboration.

#### Preparation

Clearly communicate the purpose of the questionnaire, the instructions for completing it, and any deadlines or expectations. Provide contact information for any questions or clarifications.

#### Instructions

Participants will be presented with a set of questions concerning communication within a group. Sample questions:

**1. "What is one of the biggest obstacles to effective communication in a team?"**

- a. The lack of a strong leader
- b. Failure to comply with the team rules [Correct]
- c. Lack of time
- d. Cultural differences

**2. "What are the benefits of open and transparent communication in a team?"**

- a. Improvement of the working environment
- b. Greater sense of cohesion
- c. Increased productivity
- d. All the above [Correct]

**3. "What are the qualities of a good communicator within a team?"**

- a. Empathy, active listening and problem-solving skills [Correct]
- b. Strong personality
- c. Competitiveness and self-promotion
- d. In-depth knowledge of the sector

**4. "What are the most effective communication channels in a team?"**

- a. Email
- b. Chat
- c. Videoconferencing
- d. It depends on the team's communication needs [Correct]

**5. "How can communication conflicts be prevented in a team?"**

- a. Impose your opinion
- b. Have an open and listening attitude [Correct]
- c. Ignore problems
- d. All the above

**6. "What are the consequences of ineffective communication in a team?"**

- a. Delays in work delivery
- b. Decrease in the quality of work
- c. Team breakup
- d. All the above [Correct]

**7. "How can criticism be handled within a team?"**

- a. Reject criticism
- b. Listen to criticism and try to improve [Correct]
- c. Criticise in turn to respond to criticism
- d. Avoid criticism in general

**8. "What are the nonviolent communication techniques useful in a team?"**

- a. Communicate with an assertive and non-aggressive tone
- b. Use words that don't hurt others
- c. Expressing one's own needs without judging others
- d. All the above [Correct]

**9. "What are the advantages of intercultural communication within a team?"**

- a. Greater understanding of cultural differences
- b. Improve collaboration between team members
- c. Increasing creativity and innovation
- d. All the above [Correct]

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## COLLABORATION

### What If? This or That?

- INDIVIDUAL  
 GROUP

- ONLINE  
 IN PERSON  
 HYBRID

- AUTONOMOUS  
 REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objectives are to raise awareness of the importance and benefit of teamwork. The learning outcomes are better communication and teamwork.

#### Preparation

This activity is presented in an online game format, where stages are passed. An electronic device is required.

#### Instructions

1. Firstly, a work context is presented with a situation or problem.
2. The player, on reading the statement will be presented 2 resolutions and will have to choose 1.
3. Each resolution has a path and successively more problems and resolutions are presented.
4. At each choice and decision of the player will be presented the impact that teamwork has on the welfare of the company.

Note: Each player must achieve the best result that benefits the team and the company

#### Materials

- To create a texts presenting the work contexts, problems and decisions.

#### Link to the resource:

Card Game just in portuguese: Decisão, ação! – Resolução de problemas · Jogo de cartas (ideiascomhistoria.pt)

<https://wordwall.net/> (all Languages)

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## COLLABORATION

### Creative Minds

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

To highlight the importance of the various perspectives in the professional performance of each employee in a company. The learning outcomes are empathy and teamwork.

#### Preparation

The activity is developed in 2 steps, one individual and the other in groups.  
The facilitator gives a theme or word that is presented to the group of participants.

#### Instructions

##### 1 st step

1. Each participant individually draws that theme or word, and paints it of their choice (max: 20 minutes).

##### 2 nd step

1. In a circle or in a line, the first participant starts by drawing the topic or the word, but does not finish the drawing. He/she has 30 seconds and passes to the next participant who continues his/her drawing and adds a little more, and so on until the last member of the group has drawn a picture.
2. At the end, all the participants present their individual drawings and the one created as a group.
3. They should discuss the differences and different perspectives.

#### Materials

- Themes or words
- Paper
- Coloring material (colored pencils, pens, crayons, etc.)

#### Link to the resource:

Auto Draw  
<https://www.autodraw.com/>

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## COLLABORATION

### The Power of Effective Collaboration

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This activity aims to explore, through real-life scenarios, the principles to achieve effective collaboration and foster teamwork. The Learning outcomes are Increased knowledge of strategies to promote teamwork, build trust, and establish a positive team culture that encourages collaboration and cooperation and Improved problem-solving and conflict management skills.

#### Preparation

Participants are presented with three different scenarios, where they will be tasked to choose how they would behave in that context and provided with feedback.

#### Instructions

##### Scenario 1

"You're on a volunteer team and you have a task to complete by the end of the week. Another member of your group needs help with another task that needs to be completed by the end of the day. What do you do?"

The options could be the following:

- You ignore the call for help and focus on your task.
- You help your friend and then dedicate yourself to your task.
- Ask your manager if it is possible to postpone the deadline of your assignment in order to help your friend.
- Ask your friend to ask someone else for help.

##### Scenario 2

"You have been assigned to a project with 3 other team members. During the brainstorming meeting, you have an idea that you think could be very useful, but another team member criticizes it heavily. What do you do?"

The options could be the following:

- You get angry and try to defend your idea.
- You try to understand why your colleague criticises the idea and try to find a compromise.
- You abandon the idea and focus on other solutions.
- Pretend nothing and try to avoid the situation.

##### Scenario 3

"You are part of a working group that has to deliver a project by a specific date. A colleague of yours is not doing his part of the work, putting the project deadline at risk. What do you do?"

The options could be the following:

- You ignore the problem and focus on your work.
- You talk to your colleague to understand why they are having difficulty and try to find a solution together.
- Talk to your boss and ask to remove your colleague from the project.
- Pretend nothing and try to avoid the situation.

#### Materials

No materials

# LEARNING TO LEARN AREA

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## GROWTH MINDSET

### Growth Mindset Unleashed: Ignite Your Potential

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This activity aims to empower participants to adopt and practise a growth mindset, enabling them to overcome challenges, embrace learning opportunities, and achieve their full potential.

The learning outcomes are:

- Understand the difference between a fixed mindset and a growth mindset
- Acquire practical tools to develop a growth mindset
- Learn how to use your growth mindset to tackle challenges and achieve goals
- Understand how to receive feedback and use it to improve

#### Preparation

Introduce a course presentation and definition of growth mindset, with a Short video or slideshow to explain the concepts of fixed mindset and growth mindset.

#### Instructions

1. Tools for developing a growth mindset: Video or slideshow providing practical tools for developing a growth mindset:

- Gratitude practice: Gratitude practice involves intentionally focusing on the positive aspects of life and cultivating an attitude of appreciation.

Practising gratitude regularly can help shift your mindset from one of scarcity to abundance, and from negative to positive. You can practise gratitude by keeping a gratitude journal, listing things you are grateful for each day, or expressing gratitude to others.

- Self-reflection: Self-reflection involves examining your thoughts, feelings, and behaviours to gain insight into yourself and your experiences. Regular self-reflection can help you identify patterns of thought or behaviour that may be limiting your growth and potential. You can practise self-reflection by setting aside time each day or week to reflect on your experiences and journal about your thoughts and feelings.
- Meditation: Meditation involves training your mind to focus and calm your thoughts. Regular meditation practice can help you develop greater awareness of your thoughts and emotions, reduce stress and anxiety, and improve your overall well-being. You can practise meditation by finding a quiet space to sit and focus on your breath, or by using a guided meditation app or video.
- Learning from failure: Failure is a natural part of growth and development. Learning from failure involves reframing failures as opportunities for growth and using them as a learning experience. You can practise learning from failure by reflecting on what went wrong, what you learned, and how you can use that knowledge to improve in the future.
- Embracing challenges: Challenges are opportunities for growth and development. Embracing challenges involves stepping out of your comfort zone and taking on new and difficult tasks. You can practise embracing challenges by seeking out new experiences, setting challenging goals, and approaching difficulties with a positive attitude and a willingness to learn.

2. Practical exercises to help participants apply these strategies in real life.

### **Practical Exercise 1 - Process Goals**

Guided exercise to help participants set process goals for a specific challenge they are currently facing. Example process goals, such as "focus on building skills", "prioritise self-care", and "learn from mistakes".

Identify a specific challenge: Participants will be invited to identify a specific challenge they are currently facing, either in their personal or professional life.

Reflect on the importance of process goals: Participants will be encouraged to reflect on the importance of setting process goals in order to achieve success. Help them understand that focusing on the process of achieving a goal, rather than the end result, can help them stay motivated, build resilience, and maintain a positive attitude.

Brainstorm process goals: Participants will be invited - for a few minutes - to brainstorm process goals for the challenge they are facing. They will be encouraged to focus on specific actions or behaviours they can control, rather than external factors.

Create an action plan: Ask participants to create an action plan based on their process goals. Encourage them to break down their goals into smaller, actionable steps, and to set specific deadlines for each step.

### **Practical Exercise 2 - Positive Visualisation**

Guided exercise to help participants practise positive visualisation for a specific challenge they are facing. Example visualisation exercises, such as imagining a successful outcome, visualising oneself overcoming obstacles, and visualising oneself feeling confident and capable.

Identifying a specific challenge: Ask participants to identify a specific challenge they are currently facing, either in their personal or professional life.

Explaining the concept of positive visualisation: Explain to participants that positive visualisation involves imagining themselves successfully overcoming a challenge or achieving a goal. Help them understand that positive visualisation can help build confidence, motivation, and a sense of control over the outcome.

Guiding the visualisation exercise: Guide participants through a visualisation exercise by providing the following prompts:

- Close your eyes and take a deep breath.
- Imagine yourself in a specific situation related to the challenge you are facing.
- Visualise yourself overcoming the challenge and achieving a successful outcome.
- Imagine the feelings of confidence, pride, and accomplishment that come with success.
- Hold onto that feeling for a few more moments.

Encouraging reflection: After the visualisation exercise, encourage participants to reflect on their experience and share their thoughts and feelings with a partner or in a group. Ask them to share what they visualised, what emotions they experienced, and how they felt after the exercise.

Discussing ways to make positive visualisation a habit: Facilitate a discussion about how participants can incorporate positive visualisation into their daily routines. Encourage them to set aside time each day to practise positive visualisation, and to use the technique whenever they are facing a difficult challenge or feeling discouraged.

Follow up on progress: Follow up with participants at a later date to see how they are incorporating positive visualisation into their lives, and how it is impacting their sense of confidence, motivation, and control.

### **Practical Exercise 3 - Learning from Failure**

Guided exercise to help participants reflect on a past failure and identify lessons learned.

Identify a specific past failure: Ask participants to think about a specific situation where they experienced a setback, disappointment, or failure. It could be a personal or professional situation.



Reflect on the experience: Provide participants with a few minutes to reflect on the experience, using the following reflection prompts as a guide:

- What happened in this experience?
- What were my thoughts and feelings during the experience?
- What did I learn from this experience?
- What could I have done differently to achieve a different outcome?
- How can I use this knowledge to improve in the future?
- What strengths did I demonstrate during this experience?

Share reflections: Encourage participants to share their reflections with a partner or in a group. This can help them gain new insights, perspectives, and ideas from others.

Discuss lessons learned: Facilitate a discussion about the lessons learned from the failure. Ask participants to share their key takeaways from the experience and how they can apply these insights in the future.

Create an action plan: Encourage participants to create an action plan based on the lessons learned from the failure. Ask them to identify specific actions they can take to apply the lessons learned in future situations.

Reflect on progress: Follow up with participants at a later date to see how they have applied the lessons learned and how their actions have impacted their growth and development.

### 3- Feedback and improvement:

Video or slideshow explaining the importance of feedback and how to use it to improve with a growth mindset. Practical exercises to help participants apply feedback in real life.

Introduction: Explain to participants the importance of feedback in personal and professional growth. Emphasise that feedback can be used to identify areas for improvement and develop a growth mindset.

Reflection on past feedback: Ask participants to reflect on a piece of feedback they have received in the past. This can be feedback from a supervisor, colleague, or friend. Ask them to write down the feedback and how they initially reacted to it.

Reframe feedback as an opportunity: Encourage participants to reframe the feedback as an opportunity for growth and development, rather than as criticism or judgement.

Identify areas for improvement: Ask participants to identify specific areas for improvement based on the feedback. Encourage them to be specific and concrete in their analysis.

Create an action plan: Ask participants to create an action plan based on the areas for improvement identified in step 4. Encourage them to set specific goals and deadlines, and to break down the steps needed to achieve those goals.

Practice growth mindset thinking: Encourage participants to approach their action plan with a growth mindset. Encourage them to embrace challenges, learn from mistakes, and view setbacks as opportunities for growth and development.

Follow up on progress: Follow up with participants at a later date to see how they have applied the feedback and worked towards their goals. Encourage them to reflect on their progress and make adjustments as needed.

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## GROWTH MINDSET

### Paper on Your Back

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The aim of the exercise is for the participants to practice their observation, empathy, to become active, to give and receive positive feedback, enhancing their self-esteem.

#### Preparation

Participants are divided into groups of 5-10 people under the guidance of a facilitator. An A4 piece of paper is stuck on the back of each participant.

#### Instructions

1. After warming up and wandering around the room and on the white paper already stuck on the backs of the participants, we write randomly to anyone we meet characteristics that we consider positive.
2. After we finish and make sure that everyone has collected enough positive (internal, external) aspects of self, we present the papers to the group and discuss how we feel, whether they are true and how we feel about others seeing these characteristics in us.

#### Materials

- Markers
- A4 paper each participant
- Masking tape

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## GROWTH MINDSET

### Dada

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objectives are to provide an activity about growth mindset in an artistic view and a different perspective. The learning outcomes are creativity and empathy skills of the participants.

#### Preparation

The facilitator, through artistic techniques typical of Dadaism, the anti-art that allows the liberation of fantasy through the combination of different artistic techniques, will help participants to become emotionally aware of their "self" and their relationships with others. In addition, different personal and group challenges will be set to replace "no" with "yes", to recognise individual talents, to identify areas for improvement and to reinvent oneself. Passing each test will give participants the means and a new vision to create a self-portrait following the collage techniques of Dadaism.

#### Instructions

1. The facilitator explains the basis of Dadaism as an artistic trend in which the history of art is seen as nothing more than a continuous reworking of two or three fundamental themes.
2. Thus, the different artistic creations would be, according to this thesis, nothing more than small fragments of a single great collective work, which we unconsciously concoct under the illusion of individuality.
3. This idea is transferred to the dynamics of the group based on the games devised by Robert Desnos, André Breton and Tristan Tzara in which chance and automatism were used in the creative process.
4. On a piece of paper, each participant has to write down a word or a simple sentence. This part is then hidden by a sheet of paper in such a way that the next participant only sees the end of it (a few lines or words).
5. The next participant will therefore continue without knowing what comes before.
6. The result will prove to be a kind of shared unconscious. This same dynamic will be repeated with drawings, resulting in hallucinatory images, impossible figures that will be translated into an improbable unity of the whole.
7. A third exercise consists of saying words or phrases at random, entering them into an internet search engine and choosing two numbers. The first will be the number of the website that returns the search result, while the second will be the paragraph within that page.
8. These sentences for each of the results shall be recorded consecutively on a piece of paper.
9. The result of the search will be elaborated as a suggestion to create a bigger story.

#### Link to resources:

<https://www.goodreads.com/group/show/41720-struggling-writers> (En)  
<https://www.youtube.com/watch?v=bauTo2C7M3Q>  
<https://www.goodreads.com/group/show/56452-fun-games>  
<https://poets.org/text/play-exquisite-corpse>  
<https://foldingstory.com/>  
<https://www.youtube.com/watch?v=TxgzxVUx8gU> (En)  
<https://www.youtube.com/watch?v=FUKwnewqQms> (En auto subs)

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## GROWTH MINDSET

### The Growth Mindset Advantage

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This activity aims to help learners develop a growth mindset and understand how it can lead to greater success in their personal and professional lives. It will explore the key concepts of growth mindset, provide practical tools for developing a growth mindset, and offer strategies for applying a growth mindset in real-world situations.

#### Preparation

For this activity, there is the need of the presentation, that will be interactive with the participation.

#### Instructions

1. Introduction to Mindset Matters: Welcome to Introduction to Mindset Matters!  
Brief explanation of the importance of mindset in personal and professional growth.
2. Exercises to encourage participants to reflect on their own mindset and develop a growth mindset in personal and professional contexts.

#### “Growth Mindset Reflection Exercise”

Duration: 5-7 minutes

Objective: To encourage participants to reflect on their own mindset and develop a growth mindset in personal and professional contexts.

Instructions:

Find a quiet and comfortable space where you won't be interrupted.

Take a few deep breaths and relax your body.

Take a moment to reflect on a challenge or obstacle you are currently facing in your personal or professional life.

Think about how you have approached this challenge in the past. Have you tended to give up easily? Have you become discouraged or defeated?

Now, imagine yourself approaching this challenge with a growth mindset. Imagine that you are embracing this challenge as an opportunity to learn and grow.

Think about what actions you could take to approach this challenge with a growth mindset. What skills could you develop? What resources could you seek out? What steps could you take to overcome this challenge?

Take a few moments to focus on the feeling of empowerment and possibility that comes with embracing a growth mindset. Hold onto that feeling for a few more moments.

When you're ready, take a deep breath and slowly open your eyes.

Take a moment to reflect on the exercise. What did you learn about your own mindset? How can you apply a growth mindset to the challenge you are currently facing?

By completing this guided exercise, participants can learn to cultivate a growth mindset in personal and professional contexts, and develop a more positive and empowered approach to challenges and obstacles. This exercise can be used regularly as a tool for reflection and mindset development.

### “Applying a Growth Mindset in Personal and Professional Contexts”

Interactive presentation

Slide 1: Introduction

Title: Applying a Growth Mindset in Personal and Professional Contexts

Welcome to the presentation!

Overview of the importance of mindset in personal and professional growth.

Slide 2: Fixed vs. Growth Mindset

Brief comparison of fixed and growth mindsets.

Explanation of how a growth mindset can lead to greater success in personal and professional contexts.

Slide 3: Overcoming Challenges

Strategies for overcoming challenges with a growth mindset.

Examples of individuals who have overcome challenges through a growth mindset.

Interactive activity: Participants share their own experiences and strategies for overcoming challenges.

Slide 4: Setting Goals

Explanation of how a growth mindset can help with setting and achieving goals.

Strategies for setting and achieving goals with a growth mindset.

Interactive activity: Participants set a personal or professional goal and share their strategies for achieving it.

Slide 5: Seeking Feedback

Explanation of how seeking feedback can help with personal and professional growth.

Strategies for seeking feedback with a growth mindset.

Interactive activity: Participants share their experiences and strategies for seeking feedback.

Slide 6: Real-World Examples

Case studies of individuals who have used a growth mindset to overcome obstacles and achieve success in personal and professional contexts.

Interactive activity: Participants analyze the case studies and identify the strategies used to apply a growth mindset.

Slide 7: Conclusion

Summary of key takeaways from the presentation.

Call to action for participants to apply a growth mindset in their personal and professional lives.

Interactive activity: Participants share their action plans for applying a growth mindset in their personal and professional lives.

3. **“Applying a Growth Mindset Quiz”**: To verify participants' learning on strategies for applying a growth mindset in personal and professional contexts.

Questions:

What is a growth mindset?

- A. A mindset that believes abilities are fixed and unchangeable.
- B. A mindset that believes abilities can be developed and improved.
- C. A mindset that doesn't affect personal and professional growth.

Answer: B

How can a growth mindset help in overcoming challenges?

- A. By making individuals give up easily.
- B. By making individuals approach challenges as opportunities to learn and grow.
- C. By making individuals avoid challenges altogether.

Answer: B

What are some strategies for setting and achieving goals with a growth mindset?

- A. Avoiding challenges and risks.
- B. Focusing only on the end result.
- C. Breaking down goals into smaller steps and celebrating progress along the way.

Answer: C

How can seeking feedback help with personal and professional growth?

- A. By limiting personal and professional growth.
- B. By providing opportunities for learning and improvement.
- C. By preventing individuals from achieving their goals.

Answer: B

What are some real-world examples of individuals who have used a growth mindset to achieve success?

- A. Individuals who give up easily.
- B. Individuals who avoid challenges.
- C. Individuals who approach challenges as opportunities to learn and grow.

Answer: C

4. By completing this quiz, participants can verify their learning on strategies for applying a growth mindset in personal and professional contexts. They can gain feedback on their understanding of growth mindset and identify areas for further learning and improvement.

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## GROWTH MINDSET

### Turning Things Around

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

In this activity an attempt is made to reflect on the participant's educational and professional career. The aim is to push the person to realize that effort brings development and thus have a more effective management of the world around us in every area of life.

#### Preparation

An electronic device with a projector needs to be in the same room of the activity.

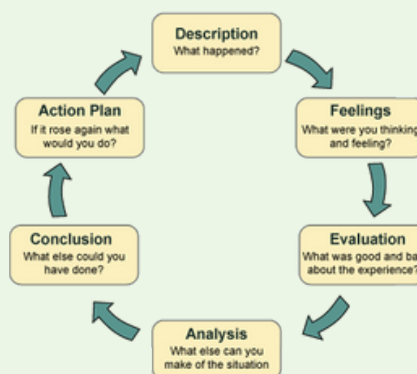
#### Instructions

1. The participant watches the following videos:
  1. [https://www.youtube.com/watch?v=4p5286T\\_kn0](https://www.youtube.com/watch?v=4p5286T_kn0)
  2. <https://www.youtube.com/watch?v=xcSNWjOG8Oc>
  3. [https://m.youtube.com/watch?v=jih\\_Ga3r9gU](https://m.youtube.com/watch?v=jih_Ga3r9gU) (greek no subtitles)

The videos are personal stories of people who have changed their lives.

2. They then see the image of the Gibbs circle

#### Gibbs Reflective Cycle



3. Then, based on Gibbs' cycle and the videos the person watched, he/she fills in a questionnaire with questions about his/her educational background and his/her level of satisfaction with their educational path.

4. The questions are as follows: What has been your professional and educational career to date? Was it your choice to follow it? Are you satisfied? If not? What would you like to change?

5. Through this training process the participant can reflect on his/her educational and professional path, looking back to the past, examine his/her level of satisfaction and ultimately be motivated to create a new plan of action to restart.

#### Materials

Electronic device and internet access

#### Links to the resources:

- [https://www.youtube.com/watch?v=4p5286T\\_kn0](https://www.youtube.com/watch?v=4p5286T_kn0)
- [https://m.youtube.com/watch?v=jih\\_Ga3r9gU](https://m.youtube.com/watch?v=jih_Ga3r9gU)

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## GROWTH MINDSET

### What do You Want?

- INDIVIDUAL  
 GROUP

- ONLINE  
 IN PERSON  
 HYBRID

- AUTONOMOUS  
 REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

To allow the participants to formulate their personal aims and reflect on why they are taking part.

The learning outcomes are: To be creative and innovative; To be able to present ideas in verbal and/ or written form; To cooperate and interact with others; To be able to reflect critically, including self-reflection.

#### Preparation

The space needs specific art materials, a printer and a computer for the participants to use.

#### Instructions

- 1.The participants have to make a collage presentation using photos and texts that represent the personal aims and skills they want to work on in the coming years. There will be newspapers with photos, a variety of inspirational Loesje texts (<https://www.loesje.org/>) as well as texts from other sources.
- 2.They will have access to a computer and to a printer. They can search online for photos and texts that relate to them and their personal aims for the coming years.
- 3.If participants find it difficult, then the trainer will coach them by asking questions that help them to formulate the aims and skills the participants wish to work on.
- 4.In the end the participant will present the collage and the trainer/s will ask the group what they think the person wishes to achieve and the person will explain how they see it.

Note: This exercise can be adjusted to any training program where people have to form their own personal aims.

#### Materials

- Magazines or Newspapers
- Pen and papers
- Computer with internet and a printer
- Scissors and glue.

#### Links to the resources:

<https://www.canva.com/>  
<https://www.befunky.com/features/collage-maker/>  
<https://www.adobe.com/express/create/photo-collage>  
<https://picsart.com/collage-maker>



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## GROWTH MINDSET

### Game for Growth Mindset

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The purpose of this activity is to help participants develop their growth mindset. The expected learning outcomes are that the participants will be able to brainstorm, to be able to practice their writings skills, develop their creative skills and to process information at a faster pace.

#### Preparation

Participants are asked to work together and create a short story of around 5000 words.

The following five elements must be present in the story:

- Setting
- Plot
- Character
- Theme
- Conflict

#### Instructions

1. Find inspiration.

Firstly, individuals need to come up with an idea. They might have a theme, conflict in mind.

2. Brainstorm

As soon as you have an idea for a story, brainstorm. Prepare a rough outline of how the plot will progress. Start creating the character analysis, and how the characters will manage to resolve the main conflict.

3. Outline

Create an outline for your story. An outline is a basic framework for your story that lists its key plot points and relevant details.

4. Write the first draft.

Each participant is able to add just one sentence in the story. Each person is allowed to direct and change the story in whatever way they like. The person who follows has to adjust to what the person before has said and continue the story accordingly.

This game works on people's ability to adjust to information presented to them on the spot, and allows them to become more flexible and adaptable at processing information and adjusting accordingly.

#### Materials

- White paper
- Pens

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## GROWTH MINDSET

### Designing My Persona

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objectives are to develop a detailed persona description by answering questions about the individual in 10 years. The learning outcomes are to recognizing the emotions and passions associated with the persona and understanding how they impact their life.

#### Preparation

The participants need an electronic device and internet connexion to enter the website <https://www.autodraw.com/>.

#### Instructions

Short Description: To develop the persona, give a short raw description by answering questions about him/her in 10 years.

##### First Part

ATTRIBUTES: Name, Occupation, Hobbies, Beliefs and values  
SOCIAL CONTEXT: Social role(s), Position in the social hierarchy, Personal network, memberships

##### Second Part

MOTIVATIONS, GOALS AND NEEDS:

- What are motivations, goals, and needs of that persona?
- What are his/her challenges?
- What emotions and passions are involved?

YOUR ACTIVITY / JOB:

- Opinions, emotions and wishes regarding your activities/job

##### Last Part

DEBRIEFING

#### Materials

Autodraw - <https://www.autodraw.com/>

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## GROWTH MINDSET

### How would you do it?

- INDIVIDUAL  
 GROUP

- ONLINE  
 IN PERSON  
 HYBRID

- AUTONOMOUS  
 REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objectives are to encourage participants to empathize with individuals facing challenging situations. The learning outcomes are for promote critical thinking and analysis by asking participants to reflect on their own reactions to the presented scenarios.

#### Preparation

Gather the necessary materials, including cards with the presented situations and questions, paper, pen, and/or a digital word processor.

Prepare the cards with the three situations described (Joana's situation, John's situation, and Isilda's situation) and the corresponding questions.

#### Instructions

1. Several situations are presented for participants to choose from, analyse and answer the questions.
2. Confront the participant with the reaction when faced with another person's situation.
3. Analyse and reflect on how they would react when faced with the same reaction.

#### Situation 1:

Joana has a boyfriend who is always forbidding her to wear a mini skirt and to talk to other boys. Joana likes her boyfriend very much, she doesn't want to live without him, but this attitude of his doesn't seem normal to her and it hurts her a lot. She continues in this relationship doing what he wants.

#### Situation 2:

John is homosexual and his front neighbour bumps into him in the corridor ignoring him completely whenever this occurs. John feels sad and insists on greeting his neighbour because he thinks he should have a good relationship and wants to be nice.

#### Situation 3:

Isilda was ignored when she entered a Kebas shop to buy a meal. The seller attended to the men who came in after her and not her. Isilda insisted, complained and the seller was rude and even verbally violent.

Answer the following questions:

- Given this situation, what would you do?
- Would you change anything if you were in the role of the character?
- How do you think this situation could be resolved or improved?

#### Materials

- Paper or a digital word processor
- Pen
- Cards with the situations and questions

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## GROWTH MINDSET

### What would you change?

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective is to Identify problematic situations that have been experienced or that have broken down and identify what learning has resulted after overcoming a problematic situation.

#### Preparation

The participants need a quiet space for this activity. Inform the participants about the objective of the activity, which is to identify problematic situations they have experienced or situations that have caused significant challenges.

#### Instructions

1. The participant should reflect and identify moments of rupture, trauma or major change in their life that they had some difficulty overcoming.
2. Before, reflect and write down:
  - Your reaction to the situation that occurred.
  - The learning resulting from this experience
  - How do you visualise your reaction to the same or similar situation in the future?
  - What would you change or do differently?

#### Materials

- Paper
- Pen.
- Digital word processor

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## GROWTH MINDSET

### Listen and Teach

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objectives are to facilitate critical reflection on personal interests and areas of passion and the learning outcomes are self-awareness and collaboration.

#### Preparation

Participants should work in groups and be guided by a support team.

Watch the video on Growth mindset.

#### Instructions

1. Initially, each participant should make a critical reflection on what they like to do.
2. After this evaluation, work groups will be formed and they should make another critical reflection but in a debate format, on the topic of Education, Employability, Training and Coaching, so that everyone reaches common ground. This reflection should be recorded in a document.
3. At the end, the whole group should discuss their reflections and find the points they identify with.

#### Materials

- Pen
- Paper
- Digital word processor

#### Link to the resource

Vídeo Tutorial sobre a Mentalidade de Crescimento  
[https://www.youtube.com/watch?v=KUWn\\_TJTnU&t=5s](https://www.youtube.com/watch?v=KUWn_TJTnU&t=5s)

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## CRITICAL THINKING

### Hidden Influences: Cognitive Biases

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This activity aims to delve into the world of cognitive biases and explore how they impact our thinking and decision-making processes. By gaining an understanding of these biases, participants are expected to enhance critical thinking skills and develop the ability to make more informed and rational judgments.

#### Preparation

If the facilitator is using a on-line platform, the participants must have internet connexion and an electronic device. If not, they need papers and pens for writing in the quiz.

#### Instructions

##### 1. Bias Buster Challenge:

This quiz game is designed to test participants' ability to recognize and identify cognitive biases. They will be invited to engage in a set of multiple-choice questions and matching exercises that will challenge their knowledge and understanding of common cognitive biases.

#### Multiple choice-questions:

1. Which bias describes the tendency to search for, interpret, and remember information that confirms one's preexisting beliefs?
  - a) Confirmation bias [Correct]
  - b) Anchoring bias
  - c) Availability bias
  - d) Bandwagon effect
2. What bias occurs when a decision is influenced by the first piece of information encountered?
  - a) Primacy effect
  - b) Recency effect
  - c) Anchoring bias [Correct]
  - d) Framing effect
3. Which bias involves attributing one's own positive actions to internal factors and negative actions to external factors?
  - a) Self-serving bias [Correct]
  - b) Fundamental attribution error
  - c) Halo effect
  - d) Sunk cost fallacy
4. When a person believes that future events are influenced by past events, they are falling prey to which bias?
  - a) Gambler's fallacy [Correct]
  - b) Hindsight bias
  - c) Anchoring bias
  - d) Availability bias
5. Which bias refers to the tendency to rely heavily on the first piece of information encountered when making a decision?
  - a) Anchoring bias [Correct]
  - b) Framing effect
  - c) Confirmation bias
  - d) Availability bias
6. Which bias occurs when one evaluates the credibility or validity of information based on the person or source presenting it, rather than the actual content?
  - a) Halo effect
  - b) Authority bias [Correct]
  - c) Bandwagon effect
  - d) Anchoring bias
7. What bias describes the tendency to overestimate the likelihood of events that are more easily recalled or vivid in memory?
  - a) Availability bias [Correct]
  - b) Confirmation bias
  - c) Recency effect
  - d) Anchoring bias

### Matching Exercise 1:

1. John believes that a product must be of high quality because it has a higher price compared to other options. - b) Anchoring bias
2. Sarah refuses to try a new restaurant because she read a negative online review about it, without considering other positive reviews. - a) Confirmation bias
3. After losing several games in a row, Mark believes that his luck will turn around soon because he is "due for a win." - c) Gambler's fallacy
4. Lily attributes her success in a project solely to her own abilities and skills, while attributing any failures to external factors or other team members. - d) Self-serving bias

### Matching Exercise 2:

1. Sarah is more likely to trust the medical advice given by her favourite celebrity than the advice of healthcare professionals. - a) Authority bias
2. After seeing a commercial featuring a famous athlete using a particular brand of shoes, John believes that those shoes will make him a better athlete. - b) Halo effect
3. Emily believes that all politicians are corrupt after hearing about a few high-profile political scandals. - c) Confirmation bias
4. Despite overwhelming evidence suggesting climate change, Mike dismisses it as a hoax because he found a blog post denying its existence. - d) Availability bias

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## CRITICAL THINKING

### Fact of Fiction? Distinguishing Actual News from Fake News

- INDIVIDUAL  
 GROUP

- ONLINE  
 IN PERSON  
 HYBRID

- AUTONOMOUS  
 REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The "Fact or Fiction" activity challenges participants to evaluate news claims, headlines and photos, and determine their credibility, and differentiate between reliable information and misleading content. Through a series of statements and news, participants will engage in a thought-provoking exercise that will prompt critical analysis and assessment of news sources.

#### Preparation

The participants need to be in a room that have internet connection. A sample introductory text is presented.

#### Instructions

##### 1. Introduction to the activity.

"Welcome to the "Fact or Fiction" quiz activity! In this interactive quiz, you'll put your critical thinking skills to the test by discerning between actual news and fake news. With the rise of misinformation and fake news in today's digital age, it's crucial to develop the ability to evaluate the credibility of news sources and separate fact from fiction.

You'll be presented with a series of statements, each relating to a news claim or headline. Your task is to determine whether the statement represents actual news or fake news. Read each news carefully and consider the credibility of the claim. Evaluate the reliability of the sources, the evidence provided, and any biases or inconsistencies present.

Choose the appropriate answer option for each statement, selecting either "Actual News" or "Fake News. Make your selection based on your critical assessment of the statement and your knowledge of the topic."

##### 2. "Fact or Fiction?" Quiz Game

Participants are presented with statements representing news claims and are tasked with categorising them as either "Actual News" or "Fake News." By navigating through a series of news headlines and images, participants will be invited to test and reflect upon their ability to critically evaluate content, identify misleading information, and distinguish between actual news and fabricated or deceptive claims.

##### 3. Fake News Checklist

A Fake News Checklist will be presented.

##### Source Verification

- Is the news from a reputable and well-known source?
- Does the website or publication have a history of reliable reporting?
- Are there any indications of bias or an agenda in the content?

##### Cross-Check with Other Sources

- Can the information be verified by multiple independent sources?
- Do other credible news outlets or fact-checking organisations report the same information?
- Are there any conflicting reports or contradictory evidence?

##### Assess the Headline

- Does the headline use exaggerated or sensational language?
- Does it make extraordinary claims without providing substantial evidence?
- Is the headline designed to provoke strong emotions or generate clickbait?

##### Scrutinise the Content

- Does the article present factual information or is it heavily opinion-based?
- Are there any clear indications of bias, personal opinions, or subjective language?
- Is the information presented supported by credible sources or references?



#### **Fact-Checking**

- Can the claims or statements be independently verified through credible sources or experts?
- Are there any quotes or statistics provided without proper attribution or context?
- Are there any logical fallacies, inconsistencies, or suspicious gaps in the information?

#### **Investigate the Author**

- Is the author a credible and experienced journalist or expert in the field?
- Are there any indications of a conflict of interest or undisclosed affiliations?
- Can the author's background and qualifications be verified?

#### **Check for Visual Manipulation**

- Are there any misleading or doctored images, videos, or quotes used to support the claims?
- Are there any inconsistencies between visuals and the information provided?

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## CRITICAL THINKING

### What Do You Think?

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective is to familiarise with different information pools, evaluate them, draw reasoned conclusions, and develop innovative solutions. The learning outcomes are creativity, flexibility and awareness.

#### Preparation

The trainee will have the opportunity to read 3 different articles on the same topic.

#### Instructions

1. After processing the information, the person will answer some questions about the same topic which will promote the critical thinking skills mentioned above.
2. At the end there will be a section in which some correct steps will be indicated to evaluate the information and the learner's final answer. For example, the articles may deal with the social phenomenon of bullying which will be presented in a different way.
3. After reading them, the learner is asked to answer a series of questions such as the following:

- What differences do you notice between the articles?
  - Which one seems more valid to you as a source of information?
  - How would you evaluate the scientific background of each article?
  - Do you trust more those that are autographed or those articles in which the author is not identified?
  - Did you notice if there are bibliographic references in them?
  - Reflecting on the above questions, did you revise any of your impressions that came from your first reading of the articles?
4. Finally, the platform will have an attached link to refer the student to resources for further reading on strategies and steps for evaluating information found online.

#### Materials/Links to the resources:

- Electronic devices and internet access

<https://www.youtube.com/watch?v=dSzosKrKi-I>  
<https://libguides.rowan.edu/EvaluatingOnlineSources>  
<https://www.glamour.com/story/glamour-survey-online-bullying>  
<https://theconversation.com/the-difference-between-bullying-and-everyday-life-27861> and Pdf article.

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## CRITICAL THINKING

### Real-life scenario & Role play activity for Critical Thinking

INDIVIDUAL

GROUP

ONLINE

IN PERSON

HYBRID

AUTONOMOUS

REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The expected learning outcomes of this activity are that participants will be able to develop their critical thinking skills, build a profile for certain characters, share their thoughts, and collaborate with the other participants, relate to another person's experience.

#### Preparation

We divide the participants into teams and introduce each team with a hypothetical scenario which resembles real life (the scenario could either be the same or different for each team).

#### Instructions

1. We provide a fixed set of steps which will be employed by each team.

Example scenario :

- "You are an adult who's ready to attend an interview with a huge multinational company with the CEO and HR entities on Thursday 9AM. You have no previous experience in the specific field, and you are worried that the employer will not offer you the job, or that they will not offer you an attractive salary. The day has arrived. You enter the building; the receptionist warmly welcomes you and offers you a cup of coffee. You are very anxious, and you are afraid that this will be obvious in the interview. In no time, the CEO and HR entities appear, and you all take a seat to the big meeting room in order for the interview to begin. During the interview, the candidate is asked about their experience and whether they have decided that they want to expand their knowledge in this specific field (for example by doing a master's degree) and continue looking for jobs in this field. The candidate is also asked whether they are loyal employees or whether they prefer changing jobs constantly. The interview was concluded on a friendly note. "

2. Build a profile for each of these characters (Interviewee, Receptionist, CEO, HR). Each team member is expected to build their own profiles before any discussion takes place. All team-members are using the same post-it colour.

3. Explain your train of thought.

4. Discuss your opinions with your team about how each character has to act in this specific scenario.

5. Identify patterns with regards to the different opinions within your team.

6. Now, after hearing what your fellow participants had to say, re-read the text, and try to re-build the character profiles. Use a different post-it colours to differentiate between the profiles build by the team members during the first task.

7. Extra step (depending on time availability), bring all points into a general discussion involving all teams. All participants should re-enact the scenario. Participant A is the interviewee, Participant B is the CEO, Participant C is the HR Manager.

#### Materials

- Scenario (to be provided to each participant)
- Post-its (of different colours)
- Markers
- List of tasks/steps

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## CRITICAL THINKING

### Wake Up

INDIVIDUAL

GROUP

ONLINE

IN PERSON

HYBRID

AUTONOMOUS

REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective is to evaluate information and argue to support reasoned conclusions and develop innovative solutions on topical issues and news. The learning outcomes are better reading comprehension, debates and critical analysis.

#### Preparation

The facilitator needs to separate the news for the analysis and the necessary material.

#### Instructions

1. The participant must read and analyse a news item about general culture.
2. Write key words about the news.
3. Present the news to the group together with the key words.
4. Give his/her opinion about the news and how he/she would solve it (in case there is a problem).
5. At the end there should be a debate.

#### Materials

- Slide show presentation template for the key words or topics about the news.
- News clippings from newspapers (preferably general culture news)
- Paper and pens

#### Links to the Resources:

General culture news website (example: Nas Daily).  
<https://nasdaily.com/>

Teste de Cultura Geral | Acha que consegue acertar todas as perguntas? (testsworld.net) (No Greek language)

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## CRITICAL THINKING

### Play to Think

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective is to help improve decision-making and argumentation skills. The learning outcomes are to gain more knowledge and general culture; to encourage active participation.

#### Preparation

Create a Quiz with themes of general culture and divide the group in two.

#### Instructions

1. Provide each group with a card containing a theme from the general culture quiz. The group members then discuss and share their knowledge, thoughts, and opinions on that particular theme.
2. Encourage active participation, idea sharing, and thoughtful discussions within the groups.
3. Hold a debate with all participants, where each group summarizes their discussion.
4. After the group discussions, gather all the participants together for a debate session.
5. Each group takes turns summarizing their conversation and key points related to the theme they received. They can present their insights, share interesting facts, and express their opinions on the topic.

#### Materials/Links to the resources:

Online platform for creating the Quiz:  
 Crie um Quiz Online Gratuitamente | Canva  
 Criar um quiz - Online, grátis e interativo - Puzzel.org (all languages)

List of general culture questions (letters):  
 Teste de Cultura Geral | Acha que consegue acertar todas as perguntas? (testsworld.net) ( No Greek language)

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## CRITICAL THINKING

### Promotion of Citizenship

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective is to develop critical thinking; achieve the power of argumentation; arouse curiosity for news.

#### Preparation

The participants need to have an electronic device and internet connection for this activity if they are in the on-line mould.

#### Instructions

1. Brainstorming on "what critical thinking is..."
2. Divide the group into small discussion groups (online-jamboard).
3. Delivery of news (current issues).
4. Reading and group discussion.
5. Sharing and concluding reflections.
6. Write a critical reflection.
7. Realise if the participants' opinion has changed after the analysis of the news and the discussion.

#### Materials

- News clippings from newspapers (preferably general culture news)
- Paper and Pens

#### Links to the resources:

Model slide show presentation with news links.  
Creation of a communication channel for publishing reflections on the news.  
Platform Jamboard

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## CRITICAL THINKING

### Cluedo live

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The main rule is that everything is allowed, the only important thing is to win. The expected outcome of this exercise is that participants will acquire the tools that will enable them to develop critical thinking skills.

#### Preparation

The main rule is that everything is allowed: lying, stealing, spying, betraying, extorting and even murder, the only important thing to win being that you don't get caught doing any of this. Each participant will learn his role according to the card they will be given (butler, mystery novel writer, doctor, judge, priest, policeman, etc. and, of course, the murderer). Each of them must uncover the killer by analyzing clues and suspects, choosing his allies, and uncovering the hidden secrets of his companions. The participants must be at least 6 people, enough, but it would have been more fun with a few more.

#### Instructions

1. The facilitator chooses a theme, which can range from the classic Cluedo to environments based on the universes of Harry Potter, the Lord of the Rings, Game of Thrones or any science fiction, fantasy, series, etc. theme.
2. In addition, they must dress up as appropriate to their role with beards, monocles, hats, etc.
3. To begin with, the facilitator puts the participants in a situation through a story in which a murder has occurred.
4. The body of the deceased can be represented by drawing its silhouette on the ground, a piece of cardboard, a doll created for the occasion, etc.
5. The participants pretend to be part of a dinner or meeting in which they must discover the murderer.
6. Each of them will receive an envelope with instructions on what they should do during this meeting, such as scratching their heads, saying a certain phrase, arguing with someone in particular, defending a certain position, etc. Some of these instructions may overlap between participants.
7. The participant assigned as the murderer does not know that he is either, but he will suspect it as the facilitator gives clues.
8. Only the facilitator knows who the murderer is, but he will only leave clues (actions that he has commissioned the participants to do) without revealing his identity.
9. At the end of the meeting, the facilitator is giving the clues and the participants must write down the suspects. Whoever writes the murderer's name the most times will be the winner.

#### Materials

[https://www.ehow.co.uk/how\\_7875203\\_host-live-clue-game.html](https://www.ehow.co.uk/how_7875203_host-live-clue-game.html)  
<https://murparty.com/piel-de-lobo/>

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## CRITICAL THINKING

### Become a journalist

- INDIVIDUAL  
 GROUP

- ONLINE  
 IN PERSON  
 HYBRID

- AUTONOMOUS  
 REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This exercise helps develop critical thinking skills such as analysis of problems or issues objectively and rationally, allowing participants to see things from multiple perspectives, identify biases and errors in reasoning, and be open to possible solutions.

#### Preparation

In this activity, participants become part of a journalistic team. They are divided into groups and prepared to write a headline or article. The aim is for the participants to work together in groups to explore issues related to stereotypes, prejudices and freedom of speech.

#### Instructions

1. Explain to the participants that they are part of a journalistic team at a newspaper and are preparing tomorrow's front page.
2. Show participants a front page to observe the features and layout of a typical front page.
3. Show five photographs to the participants and say that these are selected from news stories.
4. Divide the participants into groups to prepare tomorrow's front page and find the headline of the newspaper.
5. With the materials they can use the photos and write the news underneath. Each group can interpret them as they think.
6. When all the groups have completed the headlines, the participants can discuss among themselves how they perceive each news story in combination with the photo. Ask them to look for any stereotypes or prejudices that have emerged in them. Discuss the power of the image and how these can be interpreted on a case-by-case and individual basis.
7. Evaluation of the process

#### Materials

- Photos
- Paper
- Glue
- Pens



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## MANAGING LEARNING

### Learning Goals

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

### Objectives and Learning Outcomes

The objective is to develop managing learning skills/competences by setting and tracking learning goals.

### Preparation

The participants need to have an electronic device and internet connection for this activity.

### Instructions

1. To begin, talk to the young NEETs about the value of defining learning objectives and how doing so can help them realize their career ambitions.
2. Identify two learning objectives for the upcoming month for each participant. Help them to select objectives that are time-bound, meaningful, quantifiable, specific, and achievable (SMART).
3. When each participant has determined their objectives, ask them to put them in writing.
4. By introducing the participants to a free online goal tracking platform, such as Trello or Asana, you can introduce the online component of the activity. Teach them how to register and how to set up a board just for their learning objectives.
5. Have each participant create a card for each of their learning goals on their goal tracking board. Within each card, they should break down their goal into smaller, more manageable tasks.
6. Participants should regularly check in with their goal tracking board and update the progress of each task. Encourage them to share their progress with others in the group and offer feedback and support to their peers.
7. At the end of the month, have a group discussion about what each participant learned from the experience. Ask them to reflect on what worked well, what challenges they faced, and how they can continue to use goal setting and tracking to manage their learning.

### Materials

- Paper and pen (template needed)
- Computer with internet access

### Links to the resources:

<https://www.mindtools.com/a4wo118/smart-goals>  
<https://pt.smartsheet.com/>  
[https://www.canva.com/pt\\_pt/](https://www.canva.com/pt_pt/)

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## MANAGING LEARNING

### How do I like to learn?

- INDIVIDUAL  
 GROUP

- ONLINE  
 IN PERSON  
 HYBRID

- AUTONOMOUS  
 REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The participant should try out different learning methods (reading, listening, watching video tutorials, following a graphic script) and find out which modality suits him/herself best. The learning outcomes are self-awareness and critical thinking.

#### Preparation

The space of the activity needs to have an internet connection and an electronic device.

#### Instructions

1- A task is presented for the participant to learn with two options. For example: a) a fitness exercise; b) a cooking recipe.

2- Each option presents 4 formats of instructions:

- A text with instructions
- An audio with instructions
- A video with instructions
- A script with pictures and instructions (example: IKEA scripts)

3- The participant should try out the 4 ways of learning from the option they have chosen, and give each way a score between 1 star and 5 stars. At the end it should be clear which way the participant feels is THEIR best way to learn.

#### Materials

Electronic device

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## MANAGING LEARNING

### From the plate to the palate

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

Participants have the main objective of preparing a cold dish and must learn to follow the instructions given, manage their time and achieve the final result. The final result of this activity is the improvement of the organization skills of the participants.

#### Preparation

During this activity, the participants have to prepare a cold dish with the support of their coach. During the activity, the participants must learn to work individually to reach the goal, which is the elaboration of the recipe given by the coach. They must learn to follow the instructions given, manage their time and achieve the final result. A contest will be organized among the participants, the way of working, cleaning and the final dish will be scored.

#### Instructions

1. The participants will be received by the facilitator with a soft drink or juice and some appetizers.
2. In this relaxed atmosphere, the facilitator will explain what the dynamic consists of, its foundations and development. He will also present each of the elements and their characteristics with which the participants will work.
3. The objective is to create a menu without using the kitchen, that is, you can only prepare cold dishes.
4. The menu will include at least one starter, one main course, one dessert and one cocktail.
5. Participants must name the dishes and explain the reason for their choices. In other words, each dish and each menu must include a story.
6. To achieve this objective, the participants will have the support of the facilitator or an expert coach, depending on the number of participants.
7. At the end of the preparation, plating and presentation process, the dishes will be tasted.
8. The participants will vote for the tastiest dish, the best presentation, the best preparation, the most original, the most complex, the cleanliness and order during the process, etc.
9. The voting system includes answering the following questions, among others: can you eat/drink it? Is it good?

#### Materials/Links to the resources:

<https://www3.gobiernodecanarias.org/medusa/ecoescuela/sa/files/ormidable/Master-Chef.pdf>

[https://digibug.ugr.es/bitstream/handle/10481/40638/Aguilar\\_Vera\\_Lourdes.pdf?sequence=1](https://digibug.ugr.es/bitstream/handle/10481/40638/Aguilar_Vera_Lourdes.pdf?sequence=1)

<https://www.escuelamasterchef.com/>. (only in spanish language)

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## MANAGING LEARNING

### The Weekend

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective of this activity is to examine current habits and routines and learn to better organise their time schedule and daily tasks. The learning outcomes are time management and task prioritisation.

#### Preparation

The participants need to have an internet connection and an electronic device for this activity.

#### Instructions

1. We colour-code the activity categories during a random weekend:
  - The blue colour is related to activities that someone spends his/her free time (alone) such as walking, reading books, sports.
  - The orange colour relates to activities that one spends with peer groups (friends) such as cinema, cafes, video games, studying.
  - The colour red relates to activities they do with family, parents, or guardians such as eating out, going to festivals, watching movies.
2. Then, there is a categorisation by colour, then prioritisation of activities by colour, mixing and final classification according to the quality of time management.
3. Purpose: Card management and involvement with categorization will assist in separating activities by categorizing them according to the priority given. He/she will indirectly evaluate the context of the activities and prioritize what works qualitatively in his/her time.
4. With the use of Piktochart we visualise the recipient's achievement of the learning process.
5. The infographic represents the 3 categories of activities and the recipient's critical thinking process. At the same time, using pictures and comments, the reason for the choice of the activity and the type is analysed. Finally, the recipient's feedback and feelings from prioritizing with possible changes and the reason for the change of the activity are recorded.

#### Materials/Links to the resources:

<https://piktochart.com>

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## MANAGING LEARNING

### Round and Round

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective is to plan, organise, monitor and review personal choice.

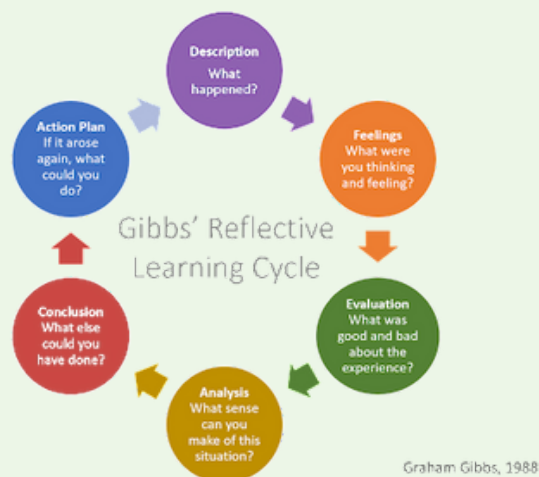
#### Preparation

Regarding learning management, the participant will be able through the platform to build on Gibbs' reflection cycle, which is a cycle consisting of 6 stages that succeed each other:

1: description, 2: emotions, 3: appraisal of the situation, 4: analysis, 5: conclusions, 6: action plan and again from the beginning in a perpetual cycle of assessment, evaluation and design of new strategies.

#### Instructions

Concerning the learning process in particular, the reflection cycle will be structured as follows:



1. Description.
2. Emotions: How did I feel about my choice?
3. Evaluation of the situation: what was positive and negative about the experience?
4. Analysis: What did I learn through this process?
5. Conclusions: What could I have done differently?
6. Action plan: what will I do if I find myself in a similar situation?

Return again to number "1: Description" in a continuous cycle of reflection on the educational process.

#### Link to the resource

<https://www.mindtools.com/ano9qju/gibbs-reflective-cycle> (Eng)

<http://el.winesino.com/healthcare-industry/general-healthcare-industry/1013084917.html> (Gre)

<https://fourweekmba.com/gibbs-reflective-cycle/>

<https://www.youtube.com/watch?v=-gbczr0IRf4> (Eng)

<https://www.youtube.com/watch?v=1naj52TN43c> (Eng with automatic subs)

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## MANAGING LEARNING

### Interactive Presentation for Managing Learning Skill

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The goal of this activity is to help individuals on how to plan and implement their learning goals, strategies, resources, and processes in a more effective way. The expected learning outcomes are that the participants will be able to develop their organization skills and will be able to set their learning goals, strategies, resources, and processes in a more beneficial way.

#### Instructions

According to the SMART acronym, when a person is setting a goal, they must bear in mind that this goal is:

- Specific (simple, sensible, significant)
- Measurable (meaningful, motivating)
- Achievable (agreed, attainable)
- Relevant (reasonable, realistic, and resourced, results-based)
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive)



1. **Specific.** It's very important that your goals are as clear and specific as possible, otherwise you won't even be able to understand whether you have achieved them or not.

Have in mind the following questions when you set a goal:

- *What do I want to accomplish?*
- *Why is this goal important?*
- *Who is involved?*
- *Where is it located?*
- *Which resources or limits are involved?*

For example: "I want to find a job with a better salary, better conditions (better working hours, a more demanding and yet satisfying job) which will inspire me to become better".

2. **Measurable.** Moreover, your goal needs to be measurable, otherwise it's too vague. You need to ask yourself questions such as:

- *How much?*
- *How many?*
- *How will I know when it is accomplished?*

For example: I need to complete the necessary training course by next month in order to become a competent HR officer.

3. **Achievable.** It's also very important that your goal is achievable.

The questions you need to ask yourself in order to make sure your goal is achievable are:

- *How can I accomplish this goal?*
- *How realistic is the goal, based on other constraints, such as financial factors?*

For example: I would like to increase my salary by 10%.

4. **Relevant.** Your goal needs to be relevant as well. In other words, it needs to be important and suitable to you.

A relevant goal can answer "yes" to these questions:

- Does this seem worthwhile?
- Is this the right time?

- Does this match our other efforts/needs?
- Am I the right person to reach this goal?
- Is it applicable in the current socio-economic environment?

For example: If you want to get a promotion at work, you need to think of whether you are able to work harder in this specific period of your life, or if you have other priorities.

#### 5. Time-based

You need to have a specific time-bound goal.

- When will I accomplish my first step into achieving my goal?
- What can I do today?
- What should I do by next week?

For example: I would need two years to complete my master's degree.

As soon as the individual is informed about the above, they need to think of a goal they want to set, and complete the following information either in groups or individually:

- Name of your goal:
- Steps you need to take so that you achieve this goal:
- How will I get it done?
- How will I reward myself after achieving each step?
- Do I need help from anyone?
- What do I need to know before achieving each task?

#### Link to the resource

<https://www.mindtools.com/a4wo118/smart-goals>

<https://brainhackingacademy.gr/blog/smart-goals/> (Gr)

[https://cwc.wvu.edu/files/2021-09/www\\_motivation\\_worksheet.pdf](https://cwc.wvu.edu/files/2021-09/www_motivation_worksheet.pdf)

<https://polidis.gr/readworthy/articles/motivation/ta-dilitiria-tis-kinitopoiisis> (Gr)

<https://brainhackingacademy.gr/ep21-goal-setting/> (Gr)

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## MANAGING LEARNING

### Exploring Your Learning Potential: Assessing and Enhancing Your Learning Needs

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This block is designed to empower participants in understanding their unique learning styles, preferences, and needs, to ultimately unlock their learning potential and create personalised learning strategies.

#### Preparation

Through a short presentation, participants will be introduced to the concept of learning styles and individual needs for learning.

#### Instructions

1. "What do you need in order to learn?"

An interactive labelled graphic, participants will explore the different factors that could shape the way they learn. Particularly, the following figure, an excerpt from the "Youthpass Guide" developed by the SALTO-YOUTH Training and Cooperation Resource Centre will be presented and explained:



2. "Understanding Learning Styles"

The presentation seeks to support participants in gaining a deeper understanding of the four main learning styles in the VARK model, which relates learning to the senses:

- V**isual learners (learn through seeing)
- A**uditory learners (learn through listening)
- R**eading writing (learning by processing text)
- K**inaesthetic learners (learning by doing)

The presentation will introduce Kolb's learning styles:

- Converger** (Active Experimentation - Abstract Conceptualization)
- Accommodator** (Active Experimentation - Concrete Experience):
- Assimilator** (Reflective Observation - Abstract Conceptualization):
- Diverger** (Reflective Observation - Concrete Experience):

The [Wikipedia](http://en.wikipedia.org/wiki/Learning_styles) website entry [http://en.wikipedia.org/wiki/Learning\\_styles](http://en.wikipedia.org/wiki/Learning_styles) provides links to collect more information about learning styles which could be useful to develop the presentation.

3. "Assess Your Learning Style"

Participants will be invited to assess their learning style. A possible employable resource could be The VARK Questionnaire, available at <https://vark-learn.com/the-vark-questionnaire/>.



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## MANAGING LEARNING

### Developing Your Personal Learning Plan

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

This learning block aims to equip participants with the tools to plan their personal learning journey, identifying, inter alia, what they want to learn, the reasons, objectives and timeline.

#### Preparation

An introductory text can welcome participants into the eLearning block:

*This block is designed to equip you with a tool to take control of your learning journey and achieve your personal and professional goals. We will introduce you to the concept of a Personal Learning Plan and guide you through the process of creating your own plan using our template.*

*The Plan can help you identify what you want to learn, why it is important to you, and how you will achieve your learning objectives. By investing time in thoughtful planning and setting clear goals, you can maximize the effectiveness and efficiency of your learning endeavours.*

*A Personal Learning Plan is a dynamic tool that can be revised and adapted as you progress on your learning journey. It is a roadmap that empowers you to take ownership of your learning, pursue your passions, and continuously grow and develop.*

*Let's get started!*

#### Instructions

A template for a Personal Learning Plan will be presented. The template can be structured into seven main sections with guiding questions:

##### 1. My Future Self:

- Envision your future self in terms of knowledge, skills, and personal growth. What do you aspire to become or achieve through your learning journey?

##### 2. Learning Objectives:

- What specific knowledge, skills, or competencies do you want to acquire and why?
- Develop Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) learning objectives aligned with your future self. Here is example of a SMART objective:

Specific: Gain a strong command of coding languages, including HTML, CSS, and JavaScript.

Measurable: Complete online coding courses and achieve a minimum score of 90% in assessments.

Achievable: Dedicate 10 hours per week to coding practice and learning.

Relevant: Acquiring coding skills aligns with the desired career path in software development.

Time-bound: Complete the coding courses and achieve proficiency within six months. Context, Strategies & Resources.

##### 3. Context, Strategies & Resources:

- Where do you plan to engage in your learning activities (e.g., educational institution, online platforms, workshops)?
- Think about how you learn best, and what kind of approaches or strategies you can use to enhance your learning experience.
- What resources (books, online courses, mentors, etc.) will you leverage to support your learning journey?

##### 4. Timeline

- What is your desired timeline for achieving your learning objectives?
- Break down your objectives into smaller milestones and activities. Support:
- Who can provide guidance or mentorship throughout your learning journey?
- Will you collaborate with others who share similar learning interests?

5. Support:

- Who can provide guidance or mentorship throughout your learning journey?
- Will you collaborate with others who share similar learning interests?

6. Evaluation and Reflection:

- How will you regularly assess your progress towards your learning objectives?
- How will you reflect on your learning experiences, challenges, and achievements?

7. Action Plan:

- Recap the steps you will take to implement your learning plan: the objectives, milestones and activities you defined, including the actions needed to implement the measures you envisaged for support, evaluation and reflection.

**Materials**

No materials

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## MANAGING LEARNING

### Helping Nature

- INDIVIDUAL
- GROUP

- ONLINE
- IN PERSON
- HYBRID

- AUTONOMOUS
- REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The objective is raise awareness among participants to develop conscious actions for the preservation and appreciation of nature; awaken curiosity about the devastating effects on nature.

#### Preparation

Prepare a room to watch a video. Participants start by watching a video about the devastating effects on Nature.

Video Suggestion: [How to Save Our Planet - YouTube](#)

#### Instructions

- 1- After watching a video, participants reflect as a group.
- 2- Form small working groups, to do research on some of the negative effects of human action in your area of residence and choose a problem to analyze: the causes, consequences and solutions and prepare a presentation.
- 3- Present group work: photographic recording, text or in another creative way and debate.
4. At the end, each participant individually must write a letter to Nature saying how they will protect it.

#### Resources

- Sheets of paper, pens, cell phone or computer with internet for research

#### Link to the resource

This activity is based in Proposta Pedagógica, Biodiversidade, by EDexperimental - Education for development and global citizenship, Fundação Gonçalo da Silveira, Portugal in [recursos \(fgs.org.pt\)](#).

[EDx\\_proposta\\_biodiversidade\\_v20201110.pdf - Google Drive](#)

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## MANAGING LEARNING

### Plan your ideal community

- INDIVIDUAL  
 GROUP

- ONLINE  
 IN PERSON  
 HYBRID

- AUTONOMOUS  
 REQUIRES FACILITATOR

#### Objectives and Learning Outcomes

The aims are to sensitise participants to the importance of and respect for common space, devising a set of services and responses appropriate to community life; to create a structure for a participatory and balanced society. To encourage civic and political participation.

#### Preparation

Start by mentioning to the participants that a catastrophe has occurred: "30 people, 15 women and 15 men, survived a shipwreck and ended up on an desert island. 2 people (facilitators) decided to oversee the establishment of the new society on the island. So the group decided to call elections for the Decision Council."

The participants will be the survivors and must simulate an election to establish a social order on the island.

The group must form 4 sub-groups, with 1 sub-group having 5 people who will form the Residents' Association. The other people are divided into the sub-groups of the Decision Council Movement.

Don't forget the issues of a participatory and balanced society.

#### Instructions

1-The sub-groups of the Decision Council should outline the priorities for building society; the system of leadership and decision-making on the island; the Strategies of the election campaign; and the closing speech of the campaign.

2- The other sub-group should create a Residents' Association and reflect on its main concerns and priorities for the island.

3- The Campaign phase begins, moderated by the 2 facilitators. Each group should have 1 spokesperson and some posters with their proposals.

4- The groups should position themselves and prepare to launch their campaign, which will last 10 minutes + 10 minutes for questions from the Residents' Association.

5- Presentation of the closing speeches and holding of the elections / voting. The polling station will be made up of the 2 facilitators, who should have the ballot papers ready.

6- The facilitators will count and announce the results of the vote.

7- At the end, everyone gathers in the General Assembly and evaluates the entire political process.

#### Debriefing

After completing the activity, the group should reflect on the whole process of organisation and civic participation. The following questions could be discussed:

- Were the spaces for participation gender-balanced?
- Were the campaign methods suitable for conveying democratic messages?
- Were the priorities presented in the campaign and by the Residents' Association appropriate?
- Did the leaders stand out? What kind of leadership?

#### Materials

- Flipchart; A4 paper (colour and white); Markers and/or pens; Tape/ bostik; Cardboard box (ballot box); Ballot papers.

#### Link to the resource

This activity is based in the Pedagogical Kit on Gender and Youth by REDE association (A Rede Portuguesa de Jovens para a Igualdade de Oportunidade entre Mulheres e Homens), in Portugal, 2013. [kitpedagogico\\_rede.pdf](http://kitpedagogico_rede.pdf) ([redejovensigualdade.org.pt](http://redejovensigualdade.org.pt)).