

IO3: In-service Training Programme & Handbook



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In-Service Training programme

Introduction

The In-Service training programme aims at providing specific skills to adults' educators that will enable them to deliver the Social Researcher Curriculum (IO1) and Digital Competence Toolkit (IO2) to the project main target group, older workers, in order to help them to remain active in the workforce.

In particular, the present Handbook aims at supporting the adults' educators:

- 1) to deliver the social researcher curriculum and the individual digital competence curriculum resources;
- 2) to be comfortable working with the new resources and suitably trained so they can deliver training in a blended learning environment;
- 3) to be fully bought in to the benefits that on-line learning can bring and yet fully aware of the risks that pertain in on-line environments;
- 4) to be able to safeguard against possible negative on-line factors;
- 5) to be sufficiently well versed in business development and planning issues to be able to support the transition of older workers from employment to self-employment if that is their chosen route.

In order to select the most relevant skills, a preparatory consultation (Training Needs Analysis) has been run by the project partners, who asked the member of their local advisory committees to elect the 10 most important skills (among a defined list) to be developed in the In-Service training programme. The 10 skills are the following:

- Facilitation skills
- Practical skills (time management, organizational skills etc.)
- Critical thinking
- Creative skills
- Communication & Language Skills
- Networking building (external and among participants)
- Intercultural awareness
- Conflict resolution
- Interpersonal skills
- Motivation skills

Structure and duration of the In-Service Training programme

Taking into account the objectives and the skills listed here above, the following modules are presented in this Handbook:

- Module 1 - Tips to teach seniors (2h): How to interact with the project target group
- Module 2 - Competences (38h => 3,5h per skill): The 10 skills to deliver IO1 and IO2
- Module 3 - Pros/Cons of e-learning (2h)
- Module 4 - Online security processes, be aware of Internet threat (4h)
- Module 5 - Introduction to business canvas (4h)

The overall duration of the programme is 50 hours composed of 25 hours of face-to-face training and 25 hours of online learning in order to foster a blended learning approach.

How to use this Handbook

Each of the above mentioned modules is composed of different elements allowing completing the training programme both online and face-to-face. These tools are:

The Sections or Skills for the “Competences” module: indicating the learning hours (face-to-face and online) and providing indication to the tutors about the activities proposed, the tips and the resources and the material needed to deliver a class. Each resource mentioned in the Sections/Skills corresponds to an Activity code that makes the link with the resources to use in each module.

The resources: they can be either academic tools supporting the tutors’ classes (i.e. PowerPoint presentations) or practical instructions on how to run the activities and on how to evaluate them. They are completed with a “References/Further reading” paragraph that provides relevant Internet links allowing the tutors to complete the training modules online, based on the e-learning methodology. Each resource has an Activity code (i.e. R5.1) to make the link with the above mentioned Sections and Skills.

Learning Modules

The following section provides the learning modules, their resources and related skills for the tutors to deliver the Social Researcher Curriculum (IO1) and Digital Competence Toolkit (IO2).

It is divided in 5 modules:

- Module 1 (2h): Tips to teach seniors
- Module 2 (38h): 10 skills needed to deliver the IO1 and IO2
- Module 3 (2h): Pros & Cons of E-Learning
- Module 4 (4h): Online security processes
- Module 5 (5h): Introduction to Business Canvas

Module 1 - Tips to teach seniors

Module 1: How to train seniors			
Learning hours: 2h	Face-to-Face: 1h	Online studies: 1h	
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> ❖ Identify the main challenges they may fight training seniors ❖ Work on their weak points and strengthen their teaching skills 		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
10mn	Ball string	<i>Ice breaking : the Human Web</i> Presentation of the participants: the objective of the activity is for the group to know each other better in order to create a friendly atmosphere	RM1.1
30mn	Lecture	<i>Tips to train seniors</i> The educator will introduce the theoretical framework of the specificity of the target population using the R1.2 guideline.	RM1.2
20mn		<i>Enunciating clearly</i> The trainer will introduce the Fruit Salad game in order to demonstrate the importance of a clear enunciation.	RM1.3

Resource R.M.1.1

Activity Code	Title
R.M.1.1	Icebreaker: Human net



Overview
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> The goal of this activity is to demonstrate to the participants that they all have something in common, increasing the feeling of cohesion. ❖ <i>Duration:</i> 10mn
Instructions
N/R
Activity details
Ask the participants to talk to each others during 10mn; then take a ball of string and place the participants in a circle. In turn, each will introduce himself and then pass the ball to the person of his choice while keeping the end of the string. He then explains the link that unites him to the person he has chosen (a professional or personal link). The participant with the ball in his hands starts again. Continue until all participants are connected to each other with the string. The message to be transmitted at the end of the exercise is interesting: we are all linked to each other.
Assessment of the activity
N/R
References/Further reading
N/R

Resource R.M.1.2

Activity Code	Title
R.M.1.2	Tips to train seniors
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> The proposed activity's objective is to give key concepts for the trainers to adapt their teaching skills to the target group's specificities. ❖ <i>Duration:</i> 30mn 	
Instructions	
The trainer will give a short lecture to train the participants to teach seniors.	
Activity details	
Tips to trainers How to approach seniors	
<ul style="list-style-type: none"> • <i>Size of the group:</i> Keep the size of the group small. This allows to provide a tailored training based on the needs of the trainees. It also permit to conduct training with an heterogeneous group. • <i>Equipment (when needed):</i> We recommend that participants bring their own material (PC for instance) since users are accustomed to interact with their devices. But it is also important that the trainers provide 	



devices to the participants who don't own any. It is important that the participants DO things.

- **Exploitation systems (when on ICTs):**

We recommend that participants work on the same exploitation system in order to ensure the homogeneity of the training. If not, an extra trainer is needed to help the ones working on a different system. In case a participant does not own yet an ICT tool, we advise that the trainer recommend Android/Windows since it is much more affordable.

- **Recruitment**

It would be good if the group has more or less the same level. The title/content of the workshop should be attractive and connected to their concerns/hobbies/points of interest. In order to do so, try to find topics that users feel close to. The minimum level to attend the training should be made clear before participants can register themselves. Participants should be available for the whole training not to be lost afterwards if they miss one session.

- **Evaluation of the participants ICT level (when working on ICT tools):**

An online questionnaire can be created – this is not mandatory – in order to evaluate the group. We recommend the following questions:

- Do you own an ICT tool?
- How many time per week do you use it?
- What is the main activity you are carrying out with ICT?
- What is your favorite device? (smartphone, tablet, laptop etc.)
- Do you use social networks?
- ...

The program should be flexible based on learners skills and knowledge and readapted if necessary.

- **Teaching approach**

The teaching approach should be individualized. For instance, if one of the participant is slower than the rest of the group, the trainer should focus on him/her and let the group test what was previously mentioned. It is needed to take time and the information should be repeated several times in order to make sure that it has been understood by everyone. Trainers, therefore, need to be patient and attentive. It is also needed to enunciate clearly. The training should be practically oriented and related to everyday life situations. Avoid technical jargon. Make sure to provide digital presentations of what they have learnt in order to allow participants to train at home and practice their new knowledge/skills. You can also add, in their favourite websites, the useful links. Make sure to be available for any question that might rise, participants should feel comfortable enough to ask you anything related to the training's content (e.g. there is no stupid question).

- **Supporting documents:**

Make sure to have the documents corresponding to the content of your session.

- **Motivation:**

Don't hesitate to introduce former participants who have performed the training previously. Make sure that the progresses made by the participants can be measurable (try to teach a new skill each time). Participants should know that they can become trainers themselves; they can teach to the group a new skill they have. Give yourself the opportunity to organize special events in order to motivate your group. The trainer can provide a certificate, at the end of the whole training course, in order to certify the completion of the training by the participant.

- **Involvement of the participants:**

Participants should have a dedicated tool to share their opinions/feelings about the training.



It can be just a document to be filled at the end of each session asking them what they liked the most, the least and what they would like to improve.

Assessment of the activity

N/R

References/Further reading

How to teach technology to seniors: <https://www.joinpapa.com/how-to-teach-technology-to-seniors/>

Older adult education: new public pedagogy: <https://files.eric.ed.gov/fulltext/EJ1082526.pdf>

Resource R.M.1.3

Activity Code	Title
R.M.1.3	Enunciate clearly: Fruit salad
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> The proposed activity's objective is demonstrate the importance of a clear elocution especially with people who could have hearing impairments. ❖ <i>Duration:</i> 20mn 	
Instructions	
<p>This is generally a game where the players sit in a circle with one player standing in the middle.</p>	
Activity details	
<p>The players have each been designated as a type of fruit. The middle player calls a fruit, and all of the players who've been assigned that fruit must rush to change places while the middle player tries to take one of their chairs. Periodically they can call "fruit salad!" and then everyone must change places.</p> <p>Instead of using the names of fruits, you can designate words containing minimal pairs to groups of students, and maybe choose another word for the "fruit salad!" command.</p> <p>For example, as the students are sitting in the circle they "number off" one by one around the circle with:</p> <p>"pea," " bee," "pin," "bin"</p> <p>Then the person in the middle will call "pin!" or another given word to get their peers running around.</p>	
Assessment of the activity	
N/R	
References/Further reading	
<p>How to teach technology to seniors: https://www.joinpapa.com/how-to-teach-technology-to-seniors/</p> <p>Older adult education: new public pedagogy: https://files.eric.ed.gov/fulltext/EJ1082526.pdf</p>	

Module 2 – Competences

Skill 1 – Facilitation skills

SKILL 1: Facilitation skill			
Learning hours: 2h	Face-to-Face: 1h	Online studies: 1h	
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> - Act as a group - Know the qualities of a facilitator - Have tips to organise a workshop 		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
5mn	Paperboard markers	<i>Introduction</i> The trainer will ask the participants use one word to describe the role of the facilitator in a workshop. He/She will then write the words on a paper board and will keep these words on the participants' view during the whole session.	
20mn	N/R	<i>How to speak in public</i> To be a facilitator, you should be able to speak in public. Here is an exercise to boost your confidence and help you to speak in public. It will also be used as an ice-breaker for the group. The trainer will perform the activity proposed in the R1.1. template asking each participant in the group to introduce him/herself.	R1.1
15mn	PC Video projector	<i>Tips to plan a workshop</i> Display the PPT and provide the presentation to the group. Then ask for questions.	PPTS1.1
10mn	Smartphone WhatsApp app	<i>How to encourage participation: create cohesion</i> Ask the participants if they would like to have a dedicated space where they could express themselves. Then, ask them if they own a smartphone and	



		offer to create a WhatsApp group. Do it, find a cool group name like “The warriors of RESET” and add the participants. Then, as trainer, make sure to post regularly on the group in order to keep it active and fun.	
10mn		<i>Conclusion</i> The trainer will explain to the participants that the concepts that they have raised at the beginning of the session will be explained during the RESET training (e.g. the 10 skills programme)	

Resource R1.1

Activity Code	Title
R.1.1	Present yourself and speak in public
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> The proposed activity has the following goals: <ul style="list-style-type: none"> - Get the group to know each other - Be able to speak in public - Boost self-esteem ❖ <i>Duration:</i> 15mn 	
Instructions	
<p>Ask the participant to get into a circle. Then explain to each participant that they will have to introduce themselves. The person just after the one who introduced him/herself will, before introducing him/herself, repeat one thing about him/her.</p> <p>Example:</p> <ul style="list-style-type: none"> - “Hello, my name his Jane, I am the mother of 2 kids who are 6 and 4. I studied architecture and I work for 10 years before having my kids. Then my husband, David, was relocated in Singapore for his job so I add to quit mine to follow-up. Long story short, I stopped working for 10 years and now I would like to work again this is why I am attending this workshop, to gain new skills.” - “Ok, so this was Jane; Jane has used to work as an architect and stopped. She wants now to work again. My name is John and I am 46 years old, bla bla bla.” <p>The trainer should start the activity.</p>	
Activity details	
N/R	
Assessment of the activity	
At the end of the activity, the group should remember the names of everyone and a cohesion should have raised among the participants.	
References/Further reading	
Facilitation skills (general literature): https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/facilitation-skills/main https://thetrainingclinic.com/articles/what-is-a-facilitator https://www.mindtools.com/pages/article/RoleofAFacilitator.htm Tips to be a good facilitator: http://www.thedesigngym.com/top-11-skills-effective-facilitator/	



<https://www.youtube.com/watch?v=ZxOAYfRWAQ>
<https://www.seedsforchange.org.uk/facilitatingworkshops>
<https://www.seedsforchange.org.uk/facilwsh.pdf>
 Public speaking:
<https://www.youtube.com/watch?v=szMy1-3mKkM>
https://www.youtube.com/watch?v=tShavGuo0_E
<https://www.youtube.com/watch?v=-FOCpMAww28>

PPT S1.1

Tips to prepare a workshop

<https://resetproject.eu/en/outputs/o3-in-service-training-programme/>

Skill 2 – Practical skills

SKILL 2: Practical Skills			
Learning hours: 4h	Face-to-Face: 2h	Online studies: 2h	
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> ❖ Organize the working time in an effective way ❖ Prioritizing activities according to their importance ❖ Identify the risks of pressure ❖ Plan their work efficiently ❖ Work on their multitasking skills ❖ Identify the main phases of a project lifetime ❖ Breakdown a project in main tasks and sub tasks 		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
5mn	Flipchart stand, sheets and markers for trainer. Training room chairs placed in a semi-circle	<i>Introduction</i> Introduction to the class The tutor introduces the subject by asking the participants to provide key words that according to them are related to time management. The tutor writes these words on a flipchart. The tutor discusses briefly the key words with the participants.	



20mn	Projector PC PowerPoint Presentation;	<ul style="list-style-type: none"> - The tutor explains that he/she will talk briefly about practical skills such as time management. - Participants are invited to watch the ppt - Then Tutor asks them to note the main concepts that come out and compares them with the key words that the trainees have proposed. - The tutor encourages the participants to take notes. 	R 2.1 PPTS2.1
30mn	Training room with chairs placed in a semi-circle. Annex 2, Kanban Model, printed on on paper sheets to support the activity Sheets, pens and note-taking materials for all learners.	<p>The 5 steps plan</p> <p>The tutor informs the students about the duration of the activity and hands out the Kanban model. The tutor explains that this method helps them prioritize their tasks. Then the tutor explains how to do the activity and ask the participants to start.</p> <p>The tutor encourages the students to ask questions about the activity and the Kanban model.</p>	R2.2
30mn	Projector PC	<p><i>Work on your multitasking ability</i></p> <ul style="list-style-type: none"> - <i>Stroope exercise</i> Show the participants this video: https://www.youtube.com/watch?v=gjesfzWozo4 - <i>Cantor exercise</i> Show the video (starting at 1:49) https://www.youtube.com/watch?v=FjKi_QP1nQ <p><i>Discussion</i></p> <ul style="list-style-type: none"> - Ask participants about their experiences during the activity. - What is their take away? 	R2.3
30mn	Projector	The participants are separated in two groups and	R2.4



	<p>PC Training room with chairs arranged in a semi-circle.</p> <p>A learner journal for note taking</p> <p>Pens and note-taking materials for all learners. Flipchart paper, colourful pens and coloured stickers or shapes And/or A collection of old magazines, postcards, birthday cards etc., scissors and glue.</p>	<p>asked to create in one minute's time, on flipchart paper a design where all rainbow colours appear twice except the red colour.</p> <p>As a variation, they can also be asked to create a collage, instead of a drawing, in two minutes.</p> <p>Tutor allows 10 minutes of group brainstorming before performing their task, in order to define their strategy.</p> <p><i>Discussion</i></p> <ul style="list-style-type: none"> - Ask participants about their experiences during the activity. - Which parts of the ppt were useful to them? - What is their take away? 	PPTS2.1
5mn	Paperboard markers	<p><i>Discussion</i></p> <ul style="list-style-type: none"> - Ask the volunteers to share one sentence on what they have learned or what they thought was really helpful/opened their eyes. - Remind them what this module was about and ask what learning outcomes they reached 	

Resource R2.1

Activity Code	Title
R2.1	Practical skills in theory
Overview	
<p>❖ <i>Purpose:</i></p> <ul style="list-style-type: none"> -Organize the working time in an effective way -Prioritizing activities according to their importance 	



<ul style="list-style-type: none"> -Identify the risks of pressure -Plan their work efficiently <ul style="list-style-type: none"> ❖ <i>Resource needed:</i> PPTS2.1 ❖ <i>Duration:</i> 30 minutes
Instructions
<ul style="list-style-type: none"> - The tutor explains that he/she will talk briefly about practical skills such as time management. - Participants are invited to watch the PowerPoint presentation - Then Tutor asks them to note the main concepts that come out and compares them with the key words that the trainees have proposed. - The tutor encourages the participants to take notes.
Activity details
Reflexion activity
Assessment of the activity
N/A
References/Further reading
More tips for time management https://www.skillsyouneed.com/ps/time-management.html
Time management video https://study.com/academy/lesson/what-is-time-management-definition-examples-studies.html
20 time management tips from Forbes https://www.forbes.com/sites/johnrampton/2018/05/01/manipulate-time-with-these-powerful-20-time-management-tips/#1e76301557ab
How to prioritize tasks https://www.liquidplanner.com/blog/how-to-prioritize-work-when-everythings-1/
Prioritizing tasks video https://www.youtube.com/watch?v=kDAYUN92i70
Effective To do list format http://www.dansilvestre.com/effective-to-do-list-format/
Setting priorities video https://www.youtube.com/watch?v=4QL-cZieolk

Resource R2.2

Activity Code	Title
R2.2	The Kanban model.
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> <ul style="list-style-type: none"> - Organize the working time in an effective way - Prioritizing activities according to their importance - Identify the risks of pressure - Plan their work efficiently ❖ <i>Resource needed:</i> https://kanbantool.com/kanban-examples 	



❖ <i>Duration:</i> 30 minutes
Instructions
The 5 steps plan. The tutor informs students about the duration of the activity and hands out the Kanban model. The tutor explains that this method helps them prioritize their tasks. He/she explains how to do the activity and ask the participants to start. The tutor encourages the students to ask questions about the activity and the Kanban model.
Activity details
Practice and Reflexion activity
Assessment of the activity
N/A
References/Further reading
What is a Kanban model https://en.wikipedia.org/wiki/Kanban
Online time management games https://www.bigfishgames.com/online-games/genres/25/time-management.html
Time management activities https://www.officeoxygen.com/content/time-management.pdf

Resource R2.3

Activity Code	Title
R2.3	Multitasking skills
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> <ul style="list-style-type: none"> - Increase their focus skills - Work on their multitasking skills ❖ <i>Resource needed:</i> <ul style="list-style-type: none"> - Stroope exercise https://www.youtube.com/watch?v=gjesfzWozo4 ❖ - Cantor exercise (the video starting at 1:49) https://www.youtube.com/watch?v=FfjKi_QP1nQ ❖ <i>Duration:</i> 30 minutes 	
Instructions	
<ul style="list-style-type: none"> - Work on your multitasking ability - Stroope exercise Show the participants this video: https://www.youtube.com/watch?v=gjesfzWozo4 - Cantor exercise Show the video (starting at 1:49) https://www.youtube.com/watch?v=FfjKi_QP1nQ 	



<ul style="list-style-type: none"> - Discussion Ask participants about their experiences during the activity. What is their take away?
Activity details
Video and Reflexion activity
Assessment of the activity
N/A
References/Further reading
https://www.youtube.com/watch?v= aqNjEzHgVq : TedX talk about the ability to work under pressure.
How to Perform Under Pressure: The Science of doing your best when it matters the most, Hendrie Weisinger & J.P. Pawliw-Fry
https://www.youtube.com/watch?v=aDIQ4EE8EG8 : Dr JP Pawliw-Fry's advices to work under pressure
https://www.youtube.com/watch?v=cPxyGeagKwg : The Neuropsychology of Performance Under Pressure
https://www.youtube.com/watch?v=GBF9xXhSFRc : Change the stimuli from pressure and stress to excitement
https://www.scienceabc.com/humans/what-happens-in-your-brain-when-youre-stressed.html : About stress in your brain
https://www.psychologytoday.com/us/blog/you-illuminated/201104/under-pressure-your-brain-conflict : Why drama is bad for the brain
https://www.huffingtonpost.com/2014/11/18/brain-stress_n_6148470.html?guccounter=1 : how stress changes the brain
http://successunderpressure.com/2018/01/24/effects-stress-brain/ : effects of the stress on our brain
https://www.youtube.com/watch?v=iB-YzBKsMM0 : increase your confidence at work
https://www.entrepreneur.com/article/224943 : how your brain works when multitasking

Resource R2.4

Activity Code	Title
R2.4	The rainbow colours
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> to understand better the importance of <ul style="list-style-type: none"> -Organizing the working time in an effective way -Prioritizing activities according to their importance -Breaking down a project in main tasks and sub tasks ❖ <i>Resource needed:</i> PPTS2.1 ❖ <i>Duration:</i> 30 minutes 	
Instructions	
<ul style="list-style-type: none"> - The participants are separated in two groups and asked to create in one minute's time, on flipchart paper a design where all rainbow colours appear twice except the red colour. - As a variation, they can also be asked to create a collage, instead of a drawing, in two minutes. 	



- Tutor allows 10 minutes of group brainstorming before performing their task, in order to define their strategy.
- Then the two groups study the ppt content. Discussion
- Ask participants about their experiences during the activity.
- Which parts of the ppt were useful to them in order to describe and think on their attitudes during the activity?
- What is their take away?

Activity details

Doing and Reflexion activity

Assessment of the activity

N/A

References/Further reading

Prioritizing tasks video

<https://www.youtube.com/watch?v=kDAYUN92i70>

Effective To do list format

<http://www.dansilvestre.com/effective-to-do-list-format/>

Setting priorities video

<https://www.youtube.com/watch?v=4QL-cZieolk>

Setting Goals and Developing Specific, Measurable, Achievable, Relevant, and Time-bound Objectives, SAMHSA Native Connection.

<https://www.samhsa.gov/sites/default/files/nc-smart-goals-fact-sheet.pdf>

Use S.M.A.R.T. goals to launch management by objectives plan

<https://www.techrepublic.com/article/use-smart-goals-to-launch-management-by-objectives-plan/>

Gantt chart

<https://www.youtube.com/watch?v=cGkHjby1xKM>

<https://www.gantt.com/creating-gantt-charts.htm>

Resources allocation

<https://teamdeck.io/project-management/resource-allocation-for-project-managers/>

<https://www.timecamp.com/blog/2018/04/resource-allocation-project-management/>

<https://www.projectmanager.com/blog/resource-allocation>

Tasks list

<https://zapier.com/learn/project-management/kanban-board/>

Team management:

<https://www.youtube.com/watch?v=PWmhl6rzVpM>

https://www.youtube.com/watch?v=H0_yKBitO8M

<https://www.youtube.com/watch?v=B0w-ASaOb94>

How to create a high performance culture:

<https://www.youtube.com/watch?v=BAdeFHlhKi4>

How to elaborate KPIs:

<https://www.youtube.com/watch?v=2tuWjtc2Ifk>

https://www.youtube.com/watch?v=f_szFzBjfFg

<https://www.youtube.com/watch?v=91SKwBX419k>

<https://www.optimizesmart.com/understanding-key-performance-indicators-kpis-just-like-that/>

https://www.mindtools.com/pages/article/newTMM_87.htm

PPT S2.1

Practical skills

<https://resetproject.eu/en/outputs/o3-in-service-training-programme/>

Skill 3 – Critical thinking

SKILL 3: Critical Thinking- Problem Solving			
Learning hours: 4h	Face-to-Face: 2h	Online studies: 2h	
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> ❖ Develop senior people's understanding and tolerance for the community and the desire to learn from those for whom they want to make a Community-based Learning Community Service Project. ❖ Describe the importance of the community for the success of a Community-based Learning Project. ❖ Define community-based learning. ❖ Make the distinction between community service learning and community service. ❖ Manifest empathy and respect for different groups in the community (social intelligence) ❖ Demonstrate openness to community involvement through community-based Learning Projects (Teamwork). 		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
5mn	Training room with chairs arranged in circle	<i>Introduction</i> Note: This time helps people feel comfortable, ready for a meeting and understand what expectations they may have over the next two hours. Preparation: Arrange the seats in a circle. As participants arrive, invite them to take their seats and share their experiences of the past week. Once they have arrived, present the title of today's meeting in minutes: "In the boots of the community".	R3.1



80mn	<p>Annex "Betowens", paper cards (40 pieces), glue (4), rulers, scissors (4), pencils (6), access in two separate rooms</p> <p>This game requires two rooms in which the two teams will operate. In one of these, there must be the materials needed to construct the bridge (see list of materials). In both rooms there must be two chairs or tables at a distance of one meter, symbolizing the valley over which the bridge will be built.</p> <p>As a facilitator, you must be strictly in time to make sure the game works efficiently and ends promptly. The recommended time, allocated to each stage of the game, is:</p> <ul style="list-style-type: none"> - For explanation s and group formation: 5 minutes - For individual group 	<p>Betowens</p> <p>Note: This game draws attention to intercultural communication and adaptability, but also conveys important lessons about community service learning. In the game, engineers go to Betowens with a desire to help, but their success depends solely on their ability to learn from the Betowen community and adapt to their cultural peculiarities. Regardless of the team's success in completing the task, this exercise is meant to stimulate discussion about community service: the need to learn from the community you are helping, the personal transformation and adaptation that takes place as a result of the collaboration, and mutual learning; how an open, modest, and respectful approach with a desire to learn from a community and to find out exactly its problems leads to a real change and much longer lasting than a simple community project.</p> <p>This game is a simulation of the interaction between two different cultures, where a group of engineers go to another locality (from Betowens) to teach the derby how to build bridges. Betowens is a poor country with many problems in the community, and engineers perceive their action as a chance to help and use their expertise in a positive way. However, in order to succeed in their approach, they need to identify and decipher the key elements of Betowen's behaviour.</p> <p>Depending on the size of the group, 4-8 participants will play the role of engineers, who will teach the derby how to build bridges. Give this group instructions and send it to the room where the materials necessary for the construction of the bridge are prepared.</p> <p>The other participants will be Betowen. Give them instructions and tell them to stay in the main room to practice their cultural practices.</p> <p>If the group is too large (more than 16), some of the participants will play the role of observers; they can only watch and take notes during the game, and then participate in the final debriefing. Observers should not know the Betowens' instructions before the engineers, so tell them to leave the main room at once with the engineers group.</p>	R3.2
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	<p>training: 10 minutes</p> <ul style="list-style-type: none"> - The first trip to Betowens of a team of two engineers (first interaction): 5 minutes - Additional preparation time for groups: 5 minutes - How to build the bridge: 10 minutes <p>After completing the activity, you have a processing / debriefing discussion with the entire group of participants, focus on community service learning. You can use subsequent questions for that</p>	<ul style="list-style-type: none"> - What was the task of each group? - What kind of emotions did you try during the game? - Have you managed to complete your mission? If not, why not? - Do you think that, in the future, the Betowens will be able to build a bridge themselves? If not, why not? - What was the Betowens response to the initial plan of the engineers? - What adjustments have engineers made to their plan, based on Betowen's response? - What was frustrating about this activity? - What would have been the keys to success for this activity? - What lessons can we learn from this game? - What does this game teach us about community service? - What role do you think community plays in community-based Learning? - How do you think this way of tackling community affects the community? 	
30mn	Chairs in circle	<p><i>Community-led Learning Projects</i></p> <p>The purpose of this activity is to help participants strengthen their understanding of community-led Learning Projects.</p> <p>Training and Facilitation: Form a circle with all participants for a brief discussion on community service learning. Recall their definition of community service learning (at the beginning of this meeting).</p> <p>Ask them the following questions:</p> <ul style="list-style-type: none"> - Why do you think it is so important to be willing to learn from the community 	R3.3



		<p>you want to serve?</p> <ul style="list-style-type: none"> - How do you feel respect through a learning attitude? - Specifically, what kind of practical elements can be learned through Community-based Learning Projects? <p>Give them time for answers and raise the level of enthusiasm of the participants by telling them that they will soon start their work and learning with their first project!</p> <p>Discussion</p> <ul style="list-style-type: none"> - Ask participants about their experiences during the activity. - What is their take away? 	
5mn	Paperboard markers	<p><i>Discussion</i></p> <ul style="list-style-type: none"> - Ask volunteers to share one sentence on what they have learned or what they thought was really helpful/opened their eyes. - Remind them what this module was about and ask what learning outcomes they reached 	R3.4

Resource R3.1

Activity Code	Title
R3.1	Introduction –Sharing experiences
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose: to help people feel comfortable, ready for a meeting and understand what expectations they may have over the next hours.</i> ❖ <i>Resource needed:</i> https://www.projectmanager.com/blog/20-icebreakers-make-next-meeting-fun ❖ <i>Duration: 30 minutes</i> 	
Instructions	
<ul style="list-style-type: none"> - Preparation: Arrange the seats in a circle. As young people arrive, invite them to take their seats and share their experiences of the past week. - Once they have arrived, present the title of today's meeting in minutes: "In the boots of the community". 	
Activity details	
Reflexion activity	
Assessment of the activity	
N/A	
References/Further reading	
https://www.dol.gov/odep/topics/youth/softskills/Problem.pdf	
https://www.utc.edu/walker-center-teaching-learning/teaching-resources/ct-ps.php	



Resource R3.2

Activity Code	Title
R3.2	Betowens
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> <ul style="list-style-type: none"> - Develop senior people's understanding and tolerance for the community and the desire to learn from those for whom they want to make a Community-based Learning Community Service Project. - Describe the importance of the community for the success of a Community-based Learning Project. ❖ <i>Resource needed:</i> <ul style="list-style-type: none"> https://www.viacharacter.org/blog/strengths-conversations-use-tools-deal-obstacles/ ❖ <i>Duration:</i> 80 minutes 	
Instructions	
<ul style="list-style-type: none"> - Annex II "Betowens", paper cards (40 pieces), glue (4), rulers, scissors (4), pencils (6), access in two separate rooms - This game requires two rooms in which the two teams will operate. In one of these, there must be the materials needed to construct the bridge (see list of materials). - In both rooms there must be two chairs or tables at a distance of one meter, symbolizing the valley over which the bridge will be built. - As a facilitator, you must be strictly in time to make sure the game works efficiently and ends promptly. - The recommended time, allocated to each stage of the game, is: <ul style="list-style-type: none"> - For explanations and group formation: 5 minutes - For individual group training: 10 minutes - The first trip to Betowens of a team of two engineers (first interaction): 5 minutes - Additional preparation time for groups: 5 minutes - How to build the bridge: 10 minutes - After completing the activity, you have a processing / debriefing discussion with the entire group of participants, focus on community service learning. You can use subsequent questions for that. - <u>Note:</u> This game draws attention to intercultural communication and adaptability, but also conveys important lessons about community service learning. In the game, engineers go to Betowens with a desire to help, but their success depends solely on their ability to learn from the Betowen community and adapt to their cultural peculiarities. Regardless of the team's success in completing the task, this exercise is meant to stimulate discussion about community service: the need to learn from the community you are helping, the personal transformation and adaptation that takes place as a result of the collaboration, and mutual learning; how an open, modest, and respectful approach with a desire to learn from a community and to find out exactly its problems leads to a real change and much longer lasting than a 	



<p>simple community project.</p> <ul style="list-style-type: none"> - This game is a simulation of the interaction between two different cultures, where a group of engineers go to another locality (from Betowens) to teach the derby how to build bridges. Betowens is a poor country with many problems in the community, and engineers perceive their action as a chance to help and use their expertise in a positive way. However, in order to succeed in their approach, they need to identify and decipher the key elements of Betowen's behaviour. - Depending on the size of the group, 4-8 participants will play the role of engineers, who will teach the derby how to build bridges. Give this group instructions and send it to the room where the materials necessary for the construction of the bridge are prepared. - The other participants will be Betowen. Give them instructions and tell them to stay in the main room to practice their cultural practices.
Activity details
Play and Reflexion activity
Assessment of the activity
N/A
References/Further reading
https://www.dol.gov/odep/topics/youth/softskills/Problem.pdf
https://www.utc.edu/walker-center-teaching-learning/teaching-resources/ct-ps.php
<i>Jennifer Wilson (2017) Critical Thinking: a Beginner's Guide to Critical Thinking, Better Decision Making and Problem Solving Create Space Independent Publishing Platform</i>

Resource R3.3

Activity Code	Title
R3.3	Community-led Learning
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> The purpose of this activity is to help participants strengthen their understanding of community-led Learning Projects. ❖ <i>Resource needed:</i> Bopp, Michael and Bopp, Judie. 2006. <i>Recreating the World – A Practical Guide to Building Sustainable Communities</i>. Calgary: Four World Press. https://www.researchgate.net/publication/321757546 <u>From Classroom to Community An Inquiry of Community-Based Action Research Through Indigenous Storywork Principles</u> ❖ <i>Duration:</i> 30 minutes 	
Instructions	
<p>Form a circle with all participants for a brief discussion on community service learning. Recall their definition of community service learning (at the beginning of this meeting). Ask them the following questions:</p> <ul style="list-style-type: none"> - Why do you think it is so important to be willing to learn from the community you want to serve? - How do you feel respect through a learning attitude? - Specifically, what kind of practical elements can be learned through Community- 	



based Learning Projects?

Give them time for answers and raise the level of enthusiasm of the participants by telling them that they will soon start their work and learning with their first project!

Discussion

Ask participants about their experiences during the activity.

What is their take away?

Activity details

Reflexion activity

Assessment of the activity

N/A

References/Further reading

Kallet Michael (2014) *Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills* John Wiley & Sons

John Butterworth, Geoff Thwaites (2013) *Thinking Skills: Critical Thinking and Problem Solving*

Cambridge University Press

Peter Gärdenfors, Nils-Eric Sahlin (1988) *Decision, Probability and Utility: Selected Readings* Cambridge University Press

Baruch Fischhoff, Sarah Lichtenstein, Paul Slovic, Steven L. Derby, Ralph Keeney (1983) *Acceptable Risk* Cambridge University Press

Resource R3.4

Activity Code	Title
R3.4	<i>Discussion</i>
Overview	
<p>❖ <i>Purpose:</i></p> <ul style="list-style-type: none"> - Develop senior people's understanding and tolerance for the community and the desire to learn from those for whom they want to make a Community-based Learning Community Service Project. - Embrace Community based learning <p>❖ <i>Resource needed:</i></p> <p>Bopp, Michael and Bopp, Judie. 2006. <i>Recreating the World – A Practical Guide to Building Sustainable Communities</i>. Calgary: Four World Press.</p> <p>https://www.researchgate.net/publication/321757546_From_Classroom_to_Community_An_Inquiry_of_Community-Based_Action_Research_Through_Indigenous_Storywork_Principles</p> <p>❖ <i>Duration:</i> 5 minutes</p>	
Instructions	
<p>Ask the participants to share one sentence on what they have learned or what they thought was really helpful/opened their eyes.</p> <p>Remind them what this module was about and ask what learning outcomes they reached</p>	



Activity details
Reflexion activity
Assessment of the activity
N/A
References/Further reading
Kallet Michael (2014) Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills John Wiley & Sons
John Butterworth, Geoff Thwaites (2013) <i>Thinking Skills: Critical Thinking and Problem Solving</i> Cambridge University Press
Peter Gärdenfors, Nils-Eric Sahlin (1988) <i>Decision, Probability and Utility: Selected Readings</i> Cambridge University Press

PPT S3.1

Critical thinking-problem solving

<https://resetproject.eu/en/outputs/o3-in-service-training-programme/>**Skill 4 – Creative skills**

SKILL 4: Creative skills			
Learning hours: 4h	Face-to-Face: 2h		Online studies: 2h
Learning outcomes	<p>At the end of this session, learners will be able to:</p> <ul style="list-style-type: none"> - form the ability of a group to think together, synthesize a problem and find connections between its components. <p>More specifically learners will be able to :</p> <ul style="list-style-type: none"> - Identify a problem and its component parts. - Understand how a variable can change the whole. - Understand the system, the connections between the job and the colleagues, the way the community and the company work together. - Understand the importance of personal reflexion and community collaboration on a creation 		
Durati on	Material needed	Activity proposed and tips for the tutor	Resourc e
5mn	Projector PC	<p><i>Introduction</i></p> <p>Display the following videos to the participants in order to introduce them to this session's topic:</p> <p>https://www.youtube.com/watch?v=9Kgy_XmC2el&list=PLcD2TdZ4bXSkAzooSXIfVUgNXgVm9N4_e</p> <p>https://www.youtube.com/watch?v=8MU7L_I9HUA&index=2&list=PLcD2TdZ4bXSkAzooSXIfVUgNXgVm9N4_e</p>	



20mn	Projector PC	<p>Body shape</p> <p>Preparation and facilitation: Divide the participants into smaller groups, forming two or three teams.</p> <ul style="list-style-type: none"> - The objective of the game is for the teams to form as quickly as possible a human representation of what you describe. Name an object. Team members must arrange themselves in a formation that matches that form. For example, if you say a helicopter, players have to decide how they will tie each other, the propeller, the landing gear, or any other part of a helicopter. Other ideas of transformation: ship, cathedral, tree, waterfall, truck, bus, skyscraper, dolphin, etc. The shorter the time limit, the more fun the game will play. 	R4.1
30mn		<p>Display the PPT to introduce participants to the topic</p> <p>To synthesize</p> <p>Write the question "What does it mean to synthesize?" On a flipchart sheet and invite participants to share their ideas with the group.</p> <p>Write down their answers on the flipchart. Once all the ideas have been noted, synthesize them so that you come to an organized definition such as: "An activity that summarizes, recapitulates, simplifies a problem in a given time, and proposes to achieve a particular goal".</p> <p>Be sure to emphasize the following :</p> <ul style="list-style-type: none"> - There is a starting point and one end point. - Problems may take hours, months or years. - In a project, synthesis does not mean routine; it is a special and unique activity. <p>Once you have obtained the definition of the synthesis, ask the participants if they can give examples / practical situations of problems in their everyday lives. After the members have shared some ideas, divide them into four groups. Give each group a sheet of flipchart and markers. Each group will receive one of the four situations below and will be asked to analyse each of the practical steps that need to be taken to solve the problem:</p> <ul style="list-style-type: none"> - Organize a party - Preparing the dinner - Organize a trip - Building a cabinet <p>Allow the groups to work for 10 minutes, then invite them to present their results to everyone. After each group held their presentation, summarize the main steps to synthesize the issue:</p> <ul style="list-style-type: none"> - Concept (when viewing the issue and the factors that generate it) - Synthesis (when determining details that answer 	R4.2 PPTS4.1



		<p>'how', 'when', and 'who' questions.</p> <ul style="list-style-type: none"> - Explanation. - Evaluation (check the concordance between synthesis and the issue that generates it) - Celebration (when you enjoy your accomplishment) 	
30mn		<p><i>The circle</i></p> <p>Place a rope in the shape of a circle on the floor. Make sure the game unfolds in a wide and open space without any obstacles. Invite participants to stay around the circle, eye-catching. Ask some participants to stay aside as observers.</p> <p>Give the learners the following instructions: "Your task is to make a perfect square. You have 15 minutes to do it. You are allowed to speak, but always hold both hands on the string. When you think you have done the job, carefully place the rope on the floor so that it does not change the shape you have achieved. Only afterwards can you unravel yourself. Start now! "</p> <p>Once the eye-group has begun to work, encourage observers to analyze the process and see what they can learn from this situation. After the 15 minutes have passed, stop the group, regardless of the outcome, and discuss the game using the suggested questions:</p> <p>Processing / debriefing questions for eye-related participants:</p> <ul style="list-style-type: none"> - How did you feel during the game? - What was your task? - Did you carry out your task? If not, what prevented you? - What can you improve next time? <p>Questions for observers:</p> <ul style="list-style-type: none"> - How did you feel like observers? - What did you notice during the game? - What was the most interesting aspect? - What challenges did the group have? - What could have done better? <p>Processing / debriefing questions for both eye and colleague participants:</p> <ul style="list-style-type: none"> - What is the significance of this game? - What can we learn about our club in this game? - Are we willing to ask for help? - Has it happened to you to be so absorbed in trying to accomplish a task that you forget to be nice to others? - What happened then? How did you feel? - How can we remember working together, supporting each other and communicating, in few words? <p>Most groups doing this exercise do not require the help of observers and often become frustrated and impatient with each other as time passes. These trends tell us something important about our clubs. Often, groups</p>	R4.3



		become so absorbed by what they do, they forget to involve the community in the project, even if the task would be much easier to do with the community. Thus, if the relationship does not become a priority during the implementation period, projects can become a source of division and tension within the club. As the journey begins, community-based learning projects, remind them of these two issues at all times!	
30mn		<p><i>Detached Reflexion</i></p> <p>This activity has the role of helping participants recognize the importance of taking a "break" from ordinary activities to reflect on experience and to evaluate their work.</p> <p>Choose one of the subsequent quotes and write it down on a sheet of paper or on a blackboard so that everyone can read it:</p> <p>"If you do not know where you are going, any way is good." (Anonymous)</p> <p>"Without reflection, we go blindly on our road, creating unintended consequences never succeeding in getting something really important". (Anonymous)</p> <p>"Great things are not achieved by means of muscles, speed or physical dexterity, but by reflection, strength of character and judgment". (Marcus Tullius Cicero)</p> <p>Invite a participant to read aloud the quotations. Then leave the students to talk to each other for a few minutes to extract the main ideas. End the discussion, asking:</p> <p>Why do you think it is important to reflect on the project that you have just implemented individual or in a group? How does personal reflection help us or / and the group?</p>	R4.4
5mn	Projector PC	<p>Display the following video to the participants as a way to inspire after summarizing the learning outcomes: https://www.youtube.com/watch?v=zO2LdDpx-Tc</p> <p><i>Discussion</i></p> <ul style="list-style-type: none"> - Ask the volunteers to share one sentence on what they have learned or what they thought was really helpful/opened their eyes. 	

Resource R4.1

Activity Code	Title
R4.1	Body Shape
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> <ul style="list-style-type: none"> - To form the ability of a group to think together, synthesize a problem and find connections between its components. ❖ <i>Duration: 20 minutes</i> 	

**Instructions**

Preparation and facilitation: Divide the participants into smaller groups, forming two or three teams.

The objective of the game is for the teams to form as quickly as possible a human representation of what you describe. Name an object. Team members must arrange themselves in a formation that matches that form. For example, if you say a helicopter, players have to decide how they will tie each other, the propeller, the landing gear, or any other part of a helicopter.

Other ideas of transformation: ship, cathedral, tree, waterfall, truck, bus, skyscraper, dolphin, etc.

The shorter the time limit, the more fun the game will play.

Activity details

Play and Reflexion activity

Assessment of the activity

N/A

References/Further reading

<https://www.uberdigit.com/how-to-develop-your-ability-to-synthesize-information-a-key-entrepreneurial-skill/>

Resource R4.2

Activity Code	Title
R4.2	To synthesize
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> <ul style="list-style-type: none"> - Identify a problem and its component parts. - Understand how a variable can change the whole. ❖ <i>Resource needed:</i> PPTS4.1 ❖ <i>Duration:</i> 30 minutes 	
Instructions	
<p>Write the question "What does it mean to synthesize?" On a flipchart sheet and invite the students to share their ideas with the group. Write down their answers on the flipchart. Once all the ideas have been noted, synthesize them so that you come to an organized definition such as: "An activity that summarizes, recapitulates, simplifies a problem in a given time, and proposes to achieve a particular goal". Be sure to emphasize the following: There is a starting point and one end point. Problems may take hours, months or years. In a project, synthesis does not mean routine; it is a special and unique activity. Once you have obtained the definition of the synthesis, ask the participants if they can give examples / practical situations of problems in their everyday lives. After the members have shared some ideas, divide them into four groups. Give each group a sheet of flipchart and markers. Each group will receive one of the four situations below and will be asked to</p>	



analyse each of the practical steps that need to be taken to solve the problem:

- Organize a party
- Preparing the dinner
- Organize a trip
- Building a cabinet

Allow the groups to work for 10 minutes, then invite them to present their results to everyone. After each group held their presentation, summarize the main steps to synthesize the issue:

- Concept (when viewing the issue and the factors that generate it)
- Synthesis (when determining details that answer 'how', 'when', and 'who' questions.
- Explanation.
- Evaluation (check the concordance between synthesis and the issue that generates it)
- Celebration (when you enjoy your accomplishment)

Activity details
Reflexion activity
Assessment of the activity
N/A
References/Further reading
The Student Leadership Guide 4th Edition https://www.amazon.com/Student-Leadership-Guide-Brendon-Burchard/dp/1600374921
http://www.findingdulcinea.com/features/edu/Strategies-for-Synthesis-Writing.html

Resource R4.3

Activity Code	Title
R4.3	The circle
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> <ul style="list-style-type: none"> - Understand the system, the connections between the job and the colleagues, the way the community and the company work together. ❖ <i>Resource needed:</i> PPTS4.1 ❖ <i>Duration:</i> 30 minutes 	
Instructions	
<p>Place a rope in the shape of a circle on the floor. Make sure the game unfolds in a wide and open space without any obstacles. Invite participants to stay around the circle, eye-catching. Ask some participants to stay aside as observers.</p> <p>Give the learners the following instructions: "Your task is to make a perfect square. You have 15 minutes to do it. You are allowed to speak, but always hold both hands on the string. When you think you have done the job, carefully place the rope on the floor so that it does not change the shape you have achieved. Only afterwards can you unravel yourself. Start now! "</p> <p>Once the eye-group has begun to work, encourage observers to analyze the process and see what they can learn from this situation. After the 15 minutes have passed, stop the</p>	



group, regardless of the outcome, and discuss the game using the suggested questions:

Processing / debriefing questions for eye-related participants:

- How did you feel during the game?
- What was your task?
- Did you carry out your task? If not, what prevented you?
- What can you improve next time?

Questions for observers:

- How did you feel like observers?
- What did you notice during the game?
- What was the most interesting aspect?
- What challenges did the group have?
- What could have done better?

Processing / debriefing questions for both eye and colleague participants:

- What is the significance of this game?
- What can we learn about our club in this game?
- Are we willing to ask for help?
- Has it happened to you to be so absorbed in trying to accomplish a task that you forget to be nice to others?
- What happened then? How did you feel?
- How can we remember working together, supporting each other and communicating, in few words?

Most groups doing this exercise do not require the help of observers and often become frustrated and impatient with each other as time passes. These trends tell us something important about our clubs. Often, groups become so absorbed by what they do, they forget to involve the community in the project, even if the task would be much easier to do with the community. Thus, if the relationship does not become a priority during the implementation period, projects can become a source of division and tension within the club. As the journey begins, community-based learning projects, remind them of these two issues at all times!

Activity details

Reflexion activity

Assessment of the activity

N/A

References/Further reading

<https://www.thebalancecareers.com/creative-thinking-definition-with-examples-2063744>

<https://education.gov.scot/improvement/learning-resources/What%20are%20creativity%20skills>

Resource R4.4

Activity Code	Title
R4.4	Detached Reflexion
Overview	
<p>❖ <i>Purpose:</i></p> <p>-Understand the importance of personal reflexion and community collaboration on a creation</p> <p>❖ <i>Resource needed:</i></p> <p>- https://www.goodreads.com/author/quotes/17212.Marcus_Aurelius</p>	



❖ <i>Duration: 30 minutes</i>
Instructions
<p>This activity has the role of helping participants recognize the importance of taking a "break" from ordinary activities to reflect on experience and to evaluate their work. Choose one of the subsequent quotes and write it down on a sheet of paper or on a blackboard so that everyone can read it:</p> <ul style="list-style-type: none"> - "If you do not know where you are going, any way is good." (Anonymous) - "Without reflection, we go blindly on our road, creating unintended consequences never succeeding in getting something really important". (Anonymous) - "Great things are not achieved by means of muscles, speed or physical dexterity, but by reflection, strength of character and judgment". (Marcus Tullius Cicero) <p>Invite a participant to read aloud the quotations. Then leave the students to talk to each other for a few minutes to extract the main ideas. End the discussion, asking:</p> <ul style="list-style-type: none"> - Why do you think it is important to reflect on the project that you have just implemented individual or in a group? - How does personal reflection help us or / and the group?
Activity details
Reflexion activity
Assessment of the activity
N/A
References/Further reading
https://www.uberdigit.com/how-to-develop-your-ability-to-synthesize-information-a-key-entrepreneurial-skill/
The Student Leadership Guide 4th Edition https://www.amazon.com/Student-Leadership-Guide-Brendon-Burchard/dp/1600374921
http://www.findingdulcinea.com/features/edu/Strategies-for-Synthesis-Writing.html

PPT S4.1

Creative skills

<https://resetproject.eu/en/outputs/o3-in-service-training-programme/>

Skill 5 - Communication & Language skills

SKILL 5: Communication and Language Skills		
Learning hours: 4h	Face-to-Face: 2h	Online studies: 2h
Learning outcomes	<p>At the end of this session, learners will be able to:</p> <ul style="list-style-type: none"> - Use basic ways of Communication (spoken, non-verbal and written) - Acknowledge the Communication Barriers and find ways to challenge them. - Exercise active listening in order to achieve effective communication - Give Structured Presentations with appropriate Diction (Para-verbal, non-verbal content) 	



		- Communicate via new technologies (Skype, Face time, emails, Facebook messenger etc.) making good use of their different opportunities	
Duration	Material needed	Activity proposed and tips for the tutor	Resource
5mn		<p><i>Introduction</i></p> <p>“How was your day yesterday?”</p> <p>Each participant is invited to present it to the audience in 1 minute with a specific purpose: e.g.: make them laugh, or angry; convince them or get them confused; motivate or discourage them, etc. (Tutor prepares a ballot to allocate scenarios for each participant)</p>	
20mn	Projector PC PowerPoint Presentation;	<ul style="list-style-type: none"> Participants watch PPT and are introduced to Basic ways of communication: <p>1. <i>Sending messages:</i> Verbal messages Non verbal messages Para-verbal messages The importance of consistency</p> <p>2. <i>Receiving messages:</i> Listening Giving full physical attention to the speaker Being aware of the speaker's nonverbal messages Paying attention to the words and feelings Reflective listening skills Additional verbal communication tools</p> <p>3. <i>Barriers to effective communication:</i> Verbal communication barriers Nonverbal communication barriers</p>	PPT5.1
30mn	Projector PC PowerPoint	<p>Sending and receiving messages</p> <p>2 teams of learners form 2 concentric circles - the smaller circle is arguing on a topic. Each speaker is given 2 minutes to present his/her point of view.</p> <p>1 or 2 topics to discuss among the following:</p> <ul style="list-style-type: none"> Education should be free for everyone Internet access must be limited to students Young people must have a right to choose when it comes to military service 	R5.1



		<ul style="list-style-type: none"> • Each student must have a right to pick only those disciplines she/ he is interested in • Which secondary languages are worth studying today? • What can be done to assist teenagers in leading a healthy lifestyle? • Third World War should be Prevented by Governments • Is gun control an effective way of crime prevention? • Governments should forbid same-sex marriages • Should people with physical disabilities be employed in the public sector? • To be a politician: skill or talent? • Can anyone be above the law? • The effects of social media interactions for modern education. • Are contemporary people too much reliant on technology? • Are online friends more effective than imaginary ones? • Is Internet censorship necessary? <p>The bigger circle of participants is observing their reactions and arguments. Finally the members of the bigger circle are going to:</p> <ol style="list-style-type: none"> 1. Make a summary by focusing and commenting on the arguments of each speaker 2. Identify the verbal, para verbal and nonverbal elements applied by the speakers, and evaluate their efficiency. <p>Tutor listens to the group's comments on the verbal, para verbal and nonverbal elements, encouraging group's discussion and personal reflection.</p> <p><i>Discussion</i></p> <ul style="list-style-type: none"> - What were the most important parts of the discussion? - What were the main arguments applied? - How verbal, para-verbal and nonverbal elements influenced the discussion? 	
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30 min.	Projector PC PowerPoint	<p>Paying attention to the words and feelings</p> <p>Tutor presents to the participants the speech of Alexander the Great, written down by Arrian, translated in English and cited by Fordham University and reads it loud.</p> <p>Then tutor asks: “Do you think he was convincing?”</p> <p>They are invited to justify their answer after watching a Prezi presentation about it.</p>	R5.2
30mn	Projector PC PowerPoint	<p>Effective Communication</p> <p>Participants will watch a video and read articles.</p> <p>Reflexion on:</p> <ul style="list-style-type: none"> - <i>What is the content to be communicated?</i> - <i>What are the similarities and differences between these communication practices?</i> <p>Tutor asks participants to make a presentation and communicate the news item (by mail, ppt. or social network tools etc.), They are encouraged to justify their choices and practices.</p>	R5.3
30mn		<p>Communication Barriers and Language context</p> <p>Tutor divides participants in 3 groups and invites them to read the BBC article presented on the screen (“What it takes to stand up authority? By Martha Henriques, http://www.bbc.com/future/story/20180709-our-ability-to-stand-up-to-authority-comes-down-to-the-brain) and make a plan: “You need to communicate the following information to 3 different people:</p> <ul style="list-style-type: none"> - a school headmaster (group 1), - an historian (group 2), - a local police officer (group 3)” <p>(Role play)</p> <p><i>Discussion</i></p> <ul style="list-style-type: none"> - Ask participants about their experiences during the activity. - What is their take away? 	R5.4
5mn	Paperboard markers	<p><i>Discussion</i></p> <ul style="list-style-type: none"> - Ask the volunteers to share one sentence on what they have learned or what they thought was really 	



		<p>helpful/opened their eyes.</p> <ul style="list-style-type: none"> - Remind them what this module was about and ask what learning outcomes they reached 	
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Resource R5.1

Activity Code	Title
R5.1	Sending and receiving messages
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> the activity will exercise active listening in order to achieve effective communication ❖ <i>Duration:</i> 30 minutes 	
Instructions	
<p>2 teams of learners form 2 concentric circles - the smaller circle is arguing on a topic. Each speaker is given 3 minutes to present his/her point of view.</p> <p>1 or 2 topics to discuss among the following:</p> <ul style="list-style-type: none"> • Education should be free for everyone • Internet access must be limited to students • Young people must have a right to choose when it comes to military service • Each student must have a right to pick only those disciplines she/ he is interested in • Which secondary languages are worth studying today? • What can be done to assist teenagers in leading a healthy lifestyle? • Third World War should be Prevented by Governments • Is gun control an effective way of crime prevention? • Governments should forbid same-sex marriages • Should people with physical disabilities be employed in the public sector? • To be a politician: skill or talent? • Can anyone be above the law? • The effects of social media interactions for modern education. • Are contemporary people too much reliant on technology? • Are online friends more effective than imaginary ones? • Is Internet censorship necessary? <p>The bigger circle of participants is observing their reactions and arguments. Finally the members of the bigger circle are going to:</p> <ol style="list-style-type: none"> 3. Make a summary by focusing and commenting on the arguments of each speaker 4. Identify the verbal, para-verbal and nonverbal elements applied by the speakers, and evaluate their efficiency. <p>Tutor listens to the group's comments on the verbal, para verbal and nonverbal elements and takes notes on the flipchart, encouraging group's discussion and personal reflection.</p> <p><i>Discussion</i></p> <ul style="list-style-type: none"> - What were the most important parts of the discussion? - What were the main arguments applied? - How verbal, para verbal and nonverbal elements influenced the discussion? 	



Activity details
Reflexion and discussion activity
Assessment of the activity
N/A
References/Further reading
https://hbr.org/2016/07/what-great-listeners-actually-do Zenger, Jack and Folkman, Joseph. What Great Listeners Actually Do, Harvard Business Review [Accessed on 22/7/ 2018]

Resource R5.2

Activity Code	Title
R5.2	Paying attention to the words and feelings
Overview	
<p>❖ <i>Purpose:</i></p> <ul style="list-style-type: none"> - to enable participants to give Structured Presentations with appropriate Diction (Para-verbal, non-verbal content) - to exercise active listening in order to achieve effective communication <p>❖ <i>Resource needed:</i></p> <ol style="list-style-type: none"> 1. The speech of Alexander the Great to his troops, written down by Arrian, translated in English and cited by Fordham University. https://sourcebooks.fordham.edu/ancient/arrian-alexander1.asp 2. A Prezi presentation analysing the above speech. https://prezi.com/fr8mef0bcphr/the-speech-of-alexander-the-great/# <p>❖ <i>Duration:</i> 30 minutes</p>	
Instructions	
<p>-Tutor presents to participants the speech of Alexander the Great, written down by Arrian, translated in English and cited by Fordham University, and reads it loud.</p> <p>-Then tutor asks: “Do you think he was convincing?”</p> <p>-Participants are invited to justify their answer after watching a Prezi presentation about it.</p> <p><i>Discussion:</i></p> <ul style="list-style-type: none"> - What is the content of the speech? - Which parts of the text are relevant to sentiments and which to logic function? -Do you think the author was convincing and in which way? 	
Activity details	
Reflexion and discussion activity	
Assessment of the activity	
N/A	
References/Further reading	
Effective communication https://www.youtube.com/watch?v=l6lAhXM-vps	



Resource R5.3

Activity Code	Title
R5.3	Effective Communication
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> To enable participants to: <ul style="list-style-type: none"> - Use basic ways of Communication (spoken, non-verbal and written) - Identify the Communication Barriers and find ways to challenge them. - Apply effective communication techniques ❖ <i>Resource needed:</i> <ol style="list-style-type: none"> 1. <i>BBC</i> news video: “People insult me over my facial scars” https://www.bbc.com/news/video_and_audio/headlines/44809513/living-with-facial-scars-in-nigeria 2. <i>BBC</i> article: “Scarlett Johansson quits trans role after LGBT backlash” https://www.bbc.com/news/entertainment-arts-44829766 3. <i>Guardian</i> article: “Scarlett Johansson drops out of trans role after backlash” https://www.theguardian.com/film/2018/jul/13/scarlett-johansson-exits-trans-role-rub-and-tug ❖ <i>Duration:</i> 30 minutes 	
Instructions	
<p>Participants will watch a video and read newspaper articles.</p> <ul style="list-style-type: none"> ❖ Reflexion on: <ul style="list-style-type: none"> -What is the content to be communicated? -What are the similarities and differences between these communication practices? ❖ Then, tutor asks participants to make a presentation and communicate one of the above news items (by mail, ppt. or social network tools etc.), encouraging them to justify their choices and practices. 	
Activity details	
Reflexion and Creative activity	
Assessment of the activity	
N/A	
References/Further reading	
<p>Think Fast Talk Smart - Communication Techniques https://www.youtube.com/watch?v=HAnw168hugA</p> <p>Six Rules of Effective Communication https://www.youtube.com/watch?v=MeiBMkJjXVM</p> <p>5 ways to improve your communication skills https://www.youtube.com/watch?v=xr1q-uBtIH4</p> <p>Deep Patel, 14 Proven Ways to Improve Your Communication Skills https://www.entrepreneur.com/article/300466</p> <p>Leonard, M., Graham, S., & Bonacum, D. (2004). The human factor: the critical importance of effective teamwork and communication in providing safe care. <i>BMJ Quality & Safety</i>,</p>	



13(suppl 1), i85-i90.
<https://www.ncbi.nlm.nih.gov/pubmed/15465961>

Resource R5.4

Activity Code	Title
R5.4	Communication Barriers and Language context
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> -Acknowledge the Communication Barriers and find ways to challenge them. ❖ <i>Resource needed:</i> "What it takes to stand up authority? By Martha Henriques, http://www.bbc.com/future/story/20180709-our-ability-to-stand-up-to-authority-comes-down-to-the-brain ❖ <i>Duration:</i> 30 minutes 	
Instructions	
<p>Tutor divides participants in 3 groups and invites them to read the BBC article presented ("What it takes to stand up authority? By Martha Henriques, http://www.bbc.com/future/story/20180709-our-ability-to-stand-up-to-authority-comes-down-to-the-brain) and make a plan: "You need to communicate the following information to 3 different people: a school headmaster (group 1), an historian (group 2), a local police officer (group 3)</p> <ul style="list-style-type: none"> ❖ <i>Discussion</i> Ask participants about their experiences during the activity. <ul style="list-style-type: none"> - Can you acknowledge the Communication Barriers - Are there ways to challenge them? - What is their take away? 	
Activity details	
Role play activity	
Assessment of the activity	
N/A	
References/Further reading	
https://www.ncbi.nlm.nih.gov/pubmed/15465961 Leonard, M., Graham, S., & Bonacum, D. (2004). <i>The human factor: the critical importance of effective teamwork and communication in providing safe care</i> . BMJ Quality & Safety, 13(suppl 1), i85-i90.	

PPT S5.1

Communication and language skills

<https://resetproject.eu/en/outputs/o3-in-service-training-programme/>

Skill 6 – Networking skills

SKILL 6: Networking building		
Learning hours:	Face-to-Face:	Online studies:



4h		2h	2h
Learning outcomes		At the end of this session, learners will be able to: <ul style="list-style-type: none"> ❖ Use network tools to recruit participants for the workshops ❖ Mobilise his/her networks to raise awareness about relevant matters ❖ Create a new network with the participants ❖ Etc. 	
Duration	Material needed	Activity proposed and tips for the tutor	Resource
15mn	Paper sheet Name Tags	<i>Welcoming</i> <ul style="list-style-type: none"> - Presentation of the participants: ask every participant to introduce themselves and to write their names of a sheet of paper and put a name tag - Ice breaker (optional): If they don't know each other, ice breaker 	R6.1
30mn	Tags shaped like stars, hearts, speech bubbles etc.	<i>How to fight shyness?</i> The trainer will introduce the subject saying that people are more or less comfortable with putting themselves on the spotlight as it may have been illustrated during the icebreaker. The trainer will ask each participant to tell the group when was the last time that they tried something new and what it was. This exercise will overcome social anxiety and strengthen the group cohesion. Then, he/she will explain the next activity following the R5.2 template and introduce the exercise to boost confidence.	R6.2
30mn	Paper Pen	<i>Body Language: what my body is saying?</i> The participants will understand the importance of paying attention to body language especially when networking (in a business environment).	R6.3
30mn	Computer with Internet Connection (1 per participant)	<i>Sell yourself</i> The trainer will make sure that all participant have an email address and then will introduce the LinkedIn network and will ask participants to create their profile by targeting their main strengths.	



15mn	PaperBoard Colored markers Camera (or Smartphone)	<i>Wrapping Up</i> <ul style="list-style-type: none"> - Ask the participants what they have liked during the day and create a mind map about it. - Take a picture of it - Send it to the participants 	R6.4
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Resource R6.1

Activity Code	Title
R.6.1	Ice breaker: 3 truths and 1 lie
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> The proposed activity has the following goals: <ul style="list-style-type: none"> - warm up the group; - develop communication skills; - encourage participants to work cooperatively; - be fun; - learn the name of each participant ❖ <i>Duration:</i> 10mn 	
Instructions	
<p>Explain to the participants that they will have to introduce themselves by sharing 3 experiences they have lived or made about themselves, including 2 truths and 1 lie. Ask a participant to tell the group about his 3 experiences, the person who finds the lie has to present his 3 experiences or facts about himself. Repeat the exercise until all participants have spoken.</p>	
Activity details	
N/R	
Assessment of the activity	
The activity is considered as successful when all participants know the first name of each other.	
References/Further reading	
<p>About the utility of ice breakers: https://swiftkickhq.com/icebreakers-why-important/ http://www.ilsc.com/blog/2014/08/5-reasons-use-ice-breakers-warm-exercises-esl-classroom/</p>	

Resource R6.2

Activity Code	Title
R.6.2	Exercise to boost your confidence
Overview	



<ul style="list-style-type: none"> ❖ <i>Purpose:</i> The proposed activity has the following goals: <ul style="list-style-type: none"> - Know better the group - Be able to formulate compliments to someone that you don't well - Be able to receive a compliment in public - Strengthen self-esteem ❖ <i>Duration:</i> 15mn
Instructions
Ask the participants to divide themselves in pairs and ask them to discuss between each other during 5mn.
Activity details
The participants, divided in pairs, will discuss between each others during 5 min. Then, the trainer will ask them to go and choose between several tags (shaped as stars, hearts, speech balloons etc.) that he/she had previously prepared to give to their binomas in order to illustrate a reward. Then the group will gather in a circle and each participant will present his/her binoma and will explain why he rewarded him/her explaining his/her choice of the tag. Ex: I gave a star to Margaret because, to my mind, she is a real leader that people look up to.
Assessment of the activity
At the end of the activity, the group should be able to know anecdotes about each others.
References/Further reading
How to find shyness? https://www.youtube.com/watch?v=I4l-nwdBjuw How to feel confident? https://www.youtube.com/watch?v=0Tk82hEHNnY The secret of self-motivation: https://www.youtube.com/watch?v=2Lz0VOltZKA&t=7s Tips to be more confident: https://www.youtube.com/watch?v=fzilSQxiBc

Resource R6.3

Activity Code	Title
R.6.3	Body language
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> The proposed activity has the following goals: <ul style="list-style-type: none"> - Be able to identify different emotions through body languages - Understand the importance of body language ❖ <i>Duration:</i> 30mn (5-10mn of preparation in pairs and then 20mn of restitution) 	
Instructions	
The objective of the exercise is to create a conversation between two people where all communications are carried out through body language.	
Activity details	
Divide the group into pairs and tell them that they have 5mn to imagine a conversation between 2 people. This conversation should be written. The pairs will have to « act » their conversations and ask the group to guess what was the conversation about. Then, the pair will read the written conversation.	

**Assessment of the activity**

N/A

References/Further reading

Reading minds through body language:

<https://www.youtube.com/watch?v=W3P3rT0j2gQ>

How to have a good conversation:

<https://www.youtube.com/watch?v=H6n3iNh4XLI>

Body signals and their significations:

<https://www.youtube.com/watch?v=HR7bVnWPa6Q>

Importance of body language:

<https://www.mosalingua.com/en/body-language-importance/>Tips for body languages when networking: <https://www.entrepreneur.com/article/227257>*Resource R6.4*

Activity Code	Title
R.6.4	Summary of the session – Mind Mapping
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> Create the summary of the session using Mind Mapping which illustrates the brain's structure (radiant rather than linear) in order to create an output easy to remember for the participants. ❖ <i>Duration:</i> 15mn 	
Instructions	
<ul style="list-style-type: none"> - Ask each participant to describe the session in one word - Write these words on the paperboard - Give a pencil to each participant and ask them to draw arrows to connect their word to the others - Ask the participants if they want to add some more words - Add the missing concepts 	
Activity details	
N/R	
Assessment of the activity	
The activity is considered as successful when all participants know the first name of each other.	
References/Further reading	
<ul style="list-style-type: none"> - About mind mapping: <ul style="list-style-type: none"> https://imindmap.com/articles/why-mind-mapping-works/ https://www.youtube.com/watch?v=5nTuScU70As - How to create a mind map: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=wLWV0XN7K1g https://www.youtube.com/watch?v=XskqMhtndfQ - In French: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=vFWoWZFDKB8 https://www.youtube.com/watch?v=sFcWykx4loo 	

Skill 7 - Intercultural awareness

SKILL 7: Intercultural awareness			
Learning hours: 4h	Face-to-Face: 2h	Online studies: 2h	
Learning outcomes	<p><i>At the end of this session, learners will be able to:</i></p> <ul style="list-style-type: none"> ❖ Understand different communication styles across cultural divides ❖ Understand non-verbal communication in different cultures ❖ Understand social norms and customs in different cultures 		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
5mn	Projector PC	<p><i>Introduction</i></p> <p>Display the following video to the participants: https://www.youtube.com/watch?v=sg_YlqqprB4</p>	
10mn	Projector PC PowerPoint Presentation;	<p><i>What is culture?</i></p> <p><i>A short theoretical input to set the scene.</i></p> <ul style="list-style-type: none"> - 6 definitions of culture will be presented and volunteers get a little time (1minute) to choose one or two of the definitions that describe culture in their opinion and take a note. - Then, participants will be told that all of the definitions are part of the culture and they will be presented with an iceberg model regarding visible and invisible parts of culture. - Tutor should make this part as interactive as possible and do not hurry. Take your time reading out the definitions. - Ask rhetorical questions when showing the iceberg instead of just reading out the key words on the PPT. 	R7.1 PPT S7.1
20mn	Bowl of apples	<p><i>My Apple</i></p> <p>Participants will learn to differentiate between groups and individuals.</p> <ul style="list-style-type: none"> - They realise that even if their apple is generally an apple and belongs with a group of apples, it still has individual features that make it unique. - If they pay attention to the special characteristics, they will be able to distinguish between all the apples and find theirs again. - Even if a group appears to be homogenous at first glance, if you try and put effort in you will see 	R7.2



		that there is more than that. - Tutor can choose any kind of fruit or vegetable for this exercise! But present only one kind during the module (only apples or only pears, do not mix the fruit).	
20mn	Cards for volunteers with an description of their way of greeting	<p><i>Greeting game</i></p> <ul style="list-style-type: none"> - Experiencing cultural misunderstandings and finding your group are the aims of this exercise. - Participants get a kind of greeting that is practiced in a certain culture. - They have to find their group (at least 3 persons) by greeting each other. Of course, talking is not allowed! <p><i>Discussion</i></p> <ul style="list-style-type: none"> - How did the volunteers feel during this game? - What misunderstandings did they encounter? - How do they explain their experiences? 	R7.3
60mn	Playing Cards according to the instructions (one for 4-6 participants); Instruction sheets for every table (collect them before the game starts!); Flipchart and marker for discussion and feedback	<p><i>BARNGA game</i></p> <p>BARNGA places people in a situation where they experience the shock of realizing that in spite of many similarities, people from another culture have differences in the way they do things. Players learn that they must understand and reconcile these differences.</p> <ul style="list-style-type: none"> - To play BARNGA, divide the group into smaller teams of 3 or 4 participants. - Each table secretly has a different set of rules – similar to how different cultures have different people. - Participants switch tables, but are not allowed to talk during the game - of course there will be a lot of misunderstandings. - Tutor should ensure that participants are not communicating verbally (speaking/writing). But they are allowed to draw! - Play the game for 5 rounds at 5 minutes a round. <p><i>Discussion</i></p> <ul style="list-style-type: none"> - Ask participants about their experiences during the game. - Did they see through the trick? - Why do they think you chose this exercise in the context of intercultural awareness? - What is their take away? 	R7.4



5mn	Paperboard markers	<p><i>Discussion</i></p> <ul style="list-style-type: none"> - Ask the volunteers to share one sentence on what they have learned or what they thought was really helpful/opened their eyes. - Remind them what this module was about and ask what learning outcomes they reached 	
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Resource R7.1

Activity Code	Title
R.7.1	What is culture
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> The proposed activity has the following goals: <ul style="list-style-type: none"> - Make participants realized that culture has to be taken a whole ❖ <i>Duration:</i> 10mn 	
Instructions	
<p>This is a very short theoretical input to set the scene. The tutor will present 6 definitions of culture to the volunteers via a PowerPoint presentation (PPT S6.1"What is culture"). Then they will have 1 minute to take a note of the definition they think is most fitting. Then the tutor will tell them that all definitions are part of the term culture and goes to the slice with the iceberg image.</p>	
Activity details	
<p>This is activity involves a very short theoretical input where 6 definitions of culture will be presented and volunteers get a little time (1minute) to choose one or two of the definitions that describe culture in their opinion and take a note.</p>	
Assessment of the activity	
N/A	
References/Further reading	
<p>What is culture: https://www.youtube.com/watch?v=NSCFxDKJWwo https://www.youtube.com/watch?v=Me2HITQPS40 Intercultural awareness: https://www.youtube.com/watch?v=VMwjscSCcf0&list=PLenhmNbAT2DRkKITt806SZtQF8QYAJJOU https://www.youtube.com/watch?v=pID04Jzsot4 https://www.skillsyouneed.com/ips/intercultural-awareness.html https://files.eric.ed.gov/fulltext/EJ1080436.pdf https://www.researchgate.net/publication/233471720_Intercultural_awareness_Modelling_an_understanding_of_cultures_in_intercultural_communication_through_English_as_a_lingua_franca</p>	

Resource R7.2

Activity Code	Title
R.7.2	My Apple
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> This exercise serves the purpose of raising awareness about automatic generalisation/ stereotypes. ❖ <i>Duration:</i> 20 min 	
Instructions	
<p>At first sight, there seems to be a homogenous group of fruit of any kind and every person has associations on how an apple or an orange should look like. We place them in categories in our mind. But when discovering personal characteristics, the chosen fruit becomes unique in the eye of the observer. First assumptions do not mirror the whole personality and character of neither a fruit nor a person, there is always more to it than you expect.</p> <ul style="list-style-type: none"> - Start with the presentation of a basket/bowl full of apples and ask learner what they see and what their first three assumptions about this fruits are (e.g. apple: round, sweet, smooth). - Give them a few seconds to answer; it doesn't matter if they are right or wrong, this is just a little pre-exercise to get them involved and to make the general assumptions visible. - Do not give them too much time; stop them after about 6 assumptions. - Then you will let them to choose a fruit of their own. <ul style="list-style-type: none"> • "All of those apples look almost the same, right? Do you think you can find your apple again? Let's find out!" • They should take a good look at their fruit and pay attention on what makes their fruit special. Then you will collect all the fruits back in the bowl/basket. • As soon as every volunteer has given back his/her fruit, you will tell them about the impact of general assumptions of a group - that most of the time, the first impression doesn't tell the whole story, but when you take your time and get to know individuals, you may learn aspects that you never knew they would exist. • "At first sight, there was homogenous group of apples and there were hardly any differences visible to the naked eye. But you chose one apple and learned about the individual characteristics. Now please try to find your apple again!" • If there is time left, ask if somebody would like to share his/her experience with this exercise: <ul style="list-style-type: none"> a) What did they expect? b) What did they find out? <p>Were they surprised that they found their fruit again?</p>	
Assessment of the activity	
N/A	
References/Further reading	



Intercultural Training: How Self-Awareness leads to Cultural Awareness
https://youtu.be/bkz_MmN0wQk

Resource R7.3

Activity Code	Title
R.7.3	Greeting game
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> it will teach about different styles of greetings around the world. Participants will experience that there is more than one way to greet and that different cultures have different ideas of it. ❖ <i>Duration:</i> 20mn 	
Instructions	
<p>This exercise is a fun and also valuable way of building subgroups. "Imagine you are at an international airport. You have been sent there to pick up guests, but you have no idea how they look like. But you know that you are all part of the same culture, meaning that you will use the same greeting. Of course, being at an airport it is very loud and you can't hear anything the people are saying (meaning no talking during the exercise). Now take a look at your card to discover what culture you belong to and try to find your guests by greeting in the particular way!"</p> <p>The concrete process of the game is in strong relation with the amount of learners in your group.</p> <ul style="list-style-type: none"> - You will have to generate at least 3 different groups with at least 3 members. - In this instruction, the greeting styles of 7 cultures are prepared. - Choose the ones you find fitting most, print out the pages and cut them into cards for the participants. - Try to choose the most opposite greetings; if you have another idea of your own, you are welcome to include another greeting style. - If you have time left, you can discuss their experiences during the game immediately. - Otherwise, you can include the evaluation of the greeting game in the discussion at the end of the session. <p>Very important: Remind them of the "My Apple"-exercise. Of course, there are other greeting styles practised in the following cultures, not only the one that are proposed during this exercise. Make sure that learners are aware of this, so they won't generate just another stereotype about another culture!</p>	
Activity details	
<p>As an overview, the following greeting styles are prepared below:</p> <ul style="list-style-type: none"> - Japanese (formal bow) - Switzerland (3 implied kisses on the cheek – left, right, left) - India (namaste) - Western style (firm handshake) - Egypt (kiss the hands of the older person) - Mexico (strong pat on the shoulder while hugging) - Surfer (shaka) 	



You are part of the Japanese culture.

To find your guest/host, you will bow formally as a greeting.

**As a man, keep your arms on the side of your body.
As a woman, fold your hands on your lap while bowing.**

You are part of the Japanese culture.

To find your guest/host, you will bow formally as a greeting.

**As a man, keep your arms on the side of your body.
As a woman, fold your hands on your lap while bowing.**

You are part of the Japanese culture.

To find your guest/host, you will bow formally as a greeting.

**As a man, keep your arms on the side of your body.
As a woman, fold your hands on your lap while bowing.**

You are part of the Japanese culture.

To find your guest/host, you will bow formally as a greeting.

**As a man, keep your arms on the side of your body.
As a woman, fold your hands on your lap while bowing.**

You are part of the Japanese culture.

To find your guest/host, you will bow formally as a greeting.

**As a man, keep your arms on the side of your body.
As a woman, fold your hands on your lap while bowing.**



You are part of the Swiss culture.

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

You are part of the Swiss culture.

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

You are part of the Swiss culture.

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

You are part of the Swiss culture.

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

You are part of the Swiss culture.

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.



You are part of the Indian culture.

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

You are part of the Indian culture.

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

You are part of the Indian culture.

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

You are part of the Indian culture.

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

You are part of the Indian culture.

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.



You are part of the Western culture.

To find your guest/host, you will shake hands firmly as a greeting.
Offer your right hand to the person in front of you and shake it firmly 2-3 times.

You are part of the Western culture.

To find your guest/host, you will shake hands firmly as a greeting.
Offer your right hand to the person in front of you and shake it firmly 2-3 times.

You are part of the Western culture.

To find your guest/host, you will shake hands firmly as a greeting.
Offer your right hand to the person in front of you and shake it firmly 2-3 times.

You are part of the Western culture.

To find your guest/host, you will shake hands firmly as a greeting.
Offer your right hand to the person in front of you and shake it firmly 2-3 times.

You are part of the Western culture.

To find your guest/host, you will shake hands firmly as a greeting.
Offer your right hand to the person in front of you and shake it firmly 2-3 times.



You are part of the Egyptian culture.

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

You are part of the Egyptian culture.

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

You are part of the Egyptian culture.

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

You are part of the Egyptian culture.

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

You are part of the Egyptian culture.

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why instead of just shaking hands you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.



You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

You are part of the Mexican culture.

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.



You are part of the Surfer culture.



To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.

You are part of the Surfer culture.



To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.

You are part of the Surfer culture.



To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.

You are part of the Surfer culture.



To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.

You are part of the Surfer culture.



To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly. Make sure that the front of your hand is facing the other person.



N/A

References/Further reading

How to greet around the world:

<https://www.youtube.com/watch?v=QLISC-opl0Y>

About body language in intercultural world:

<https://www.alumniportal-deutschland.org/en/jobs-careers/career-magazine/body-language-intercultural-communication/>http://www.academia.edu/10105797/Body_Language_in_Intercultural_Communication<https://fr.scribd.com/document/200224424/Body-Language-in-Intercultural-Communication-by-Djordje-Stojanovic><https://www.ukessays.com/essays/english-language/the-analysis-of-body-language-intercultural-communications-english-language-essay.php>

About different cultures:

<https://www.youtube.com/watch?v=YIsWtHx1L9s><https://www.youtube.com/watch?v=eMDolqslmSk><https://www.youtube.com/watch?v=eMDolqslmSk>*Resource R7.4*

Activity Code	Title
R.7.4	BARNGA game
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> This activity illustrates diversity and how it can be applied in reality. It will provide participants perspective about different cultures and keys about how to deal with diversity. ❖ <i>Duration:</i> 60 min 	
Instructions	
<p>Players form small groups of, say, four-six players each. Each group seats separated from the others. They receive a modified deck of cards (each deck containing only the same few cards) and a sheet of rules for playing a new card game called "Five Tricks." They have a few minutes to study the rules and practice playing the game. Once everyone has the hang of it, the facilitator collects the rule sheets and at the same time imposes a strict command of "no verbal communication." This means that players may gesture or draw pictures if they wish, but may neither speak (orally or by signing) nor write words. Clearly, communication, should it be needed, is going to be more difficult henceforth. Since the game is so simple and so short, this artificial barrier to communication forces the players, within the simulated setting, to be as creative and alert as possible.</p> <ul style="list-style-type: none"> - Groups of 4 to 6 are seated in a circle at a table, each group well away from others. - Define an order to the groups by arranging them as a larger circle or putting a numbered sign at each group. - Each group is given a deck of cards and rules to the new game. - Each group should read the rules and practice a few games until everyone understands how to play the game. - Once everyone knows how to play, the facilitator picks up all the rule sheets and announces that the real game is played as a tournament with no verbal or written conversation. Players can communicate with gestures and drawing pictures if needed. - In this tournament, players rotate between groups this way: <ul style="list-style-type: none"> • When a game is completed, the player with the most tricks moves to the 	



next higher table.

- The player with the fewest tricks moves to the next lower numbered table.
- If there is a tie, the person whose first name is alphabetically first wins and moves.

Activity details

Rules Sheets - a different one for each group

Summary of each tables rule differences:

Table #	1	2	3	4	5	6	7
Ace is...	High	Low	High	Low	High	Low	High
Trump is...	Clubs	Diamonds	Hearts	Spades	Diamonds	Hearts	Spades

Rules for Table #1

<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the highest card in each suit.
<u>Trump</u>	The club suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

Rules for Table #2

<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the lowest card in each suit.
<u>Trump</u>	The diamond suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.



<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.
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Rules for Table #3

<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the highest card in each suit.
<u>Trump</u>	The heart suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

Rules for Table #4

<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the highest card in each suit.
<u>Trump</u>	The spade suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

Rules for Table #5

<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing</u>	The first card played in a trick can be any suit. Each player must play a card



<u>Suit</u>	of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the lowest card in each suit.
<u>Trump</u>	The diamond suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

Rules for Table #6

<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the highest card in each suit.
<u>Trump</u>	The heart suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them facedown in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE rounds make one game. At the end of the game, the winner is the person that collected the most tricks.

Rules for Table #7

<u>Deal</u>	Dealer is oldest person in group. Shuffle cards and deal face-down, one at a time around the group. Some will get fewer cards than others. The Scorer is the person to the dealer's right - he marks down each trick won.
<u>Start</u>	Player to dealer's left starts by playing any card. Each person around the group plays a card in turn. This is one trick.
<u>Playing Suit</u>	The first card played in a trick can be any suit. Each player must play a card of the same suit if one is in his hand. If he has no card of that suit, only then can he play a card of a different suit.
<u>Ace</u>	The Ace is the lowest card in each suit.
<u>Trump</u>	The spade suit is trump. If you have no cards of the original suit played, you can play a trump card and win the trick. Even a 2 of trump will beat a 7 of the original suit.
<u>Winning Tricks</u>	The highest card played wins the trick. The winner of the trick gathers all the cards and places them face down in front of himself.
<u>A Round</u>	The winner of a trick plays the first card of the next trick. As soon as one player is out of cards, the <i>Round</i> is finished.
<u>A Game</u>	The dealer collects all cards, shuffles, and deals for another round. THREE



	rounds make one game. At the end of the game, the winner is the person that collected the most tricks.
Assessment of the activity	
N/A	
References/Further reading	
Instructions and rules: http://www.acphd.org/media/271383/barnga_instructions.pdf	
Why play this game? (further reading): https://journals.tdl.org/absel/index.php/absel/article/viewFile/1059/1028	

PPT S7.1

How to define “culture”?

<https://resetproject.eu/en/outputs/o3-in-service-training-programme/>**Skill 8 – Conflict resolution**

SKILL 8: Conflict Resolution			
Learning hours: 4h	Face-to-Face: 2h	Online studies: 2h	
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> - Identify causes of communication breakdowns or communication efficiency - Disagree Constructively - Develop Conflict management and conflict resolution skills - Improve Multicultural sensitivity and diversity awareness skills 		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
5mn	Projector PC PowerPoint Presentation;	<i>Introduction</i> Display the PPT S8.1 to the participants	PPT S8.1



20mn	Paperboard Paperboard markers	<p>Sharing memories: Group discussion. Tutor asks:</p> <p>“Try to recall the last time someone gave you feedback about an action of yours. How did that feel? How did you react? What would you prefer to be different in that case? What was the result? Which feedback elements made it efficient or non-efficient at the time?”</p> <p>Tutor encourages participants to be sincere and detailed in their responses. The feedback elements that made efficient on non-efficient communication will be written down on the paperboard.</p>	R8.1
30mn	Projector PC	<p>Tutor invites participants to watch these lovers' quarrel film scenes in Extracts of film scenes, <i>LA LA LAND</i> (2016) and <i>Pride and Prejudice</i> (2005),</p> <p>Tutor encourages discussion:</p> <p>“Is it a constructive disagreement or not? Try to justify your answer. What went wrong in each case?” (The tutor encourages learners to watch the resources twice and also keeps notes on the verbal content, the para-verbal and non verbal details)</p>	R8.2
30mn		<p><i>Case study:</i> “Your neighbour is making noise between 1 and 3 am at least three times a week. Try to manage this situation by communicating with him. Prepare your key points trying to use balanced (positive and negative) comments, observed and objective facts, specific examples and timely feedback. Then read them loud and ask for feedback”. (The tutor encourages learners to empathize with their neighbour before writing down their speech and keep always in mind the above criteria. Tutor takes notes on participants' suggestions on the flipchart). <i>Discussion</i></p>	R8.3
30mn		<i>Case study:</i>	R8.4



		<p>“You have parked your car in a handicap’s spot. A furious driver is expressing his anger on you. Try to imagine the dialogue. How are you going to react? Exercise yourself in pairs. Both learners collaborate to find the best tactic. Then, exchange ideas with the rest of the learners' group”.</p> <p>Tutor encourages participants to adjust in detail to the nature of the role-play.</p> <p><i>Discussion</i></p> <ul style="list-style-type: none"> - Ask participants about their experiences during the activity. - What is their take away? 	
5mn	Paperboard markers	<p><i>Discussion</i></p> <ul style="list-style-type: none"> - Ask participants to share one sentence on what they have learned or what they thought was really helpful/opened their eyes. - Remind them what this module was about and ask what learning outcomes they reached 	

Resource R8.1

Activity Code	Title
R8.1	Sharing memories
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> Learners will be able to: <ul style="list-style-type: none"> -Identify causes of communication breakdowns or communication efficiency ❖ <i>Resource needed:</i> PPT S8.1 ❖ <i>Duration:</i> 30 min 	
Instructions	
<p>Tutor asks:</p> <ul style="list-style-type: none"> - “Try to recall the last time someone gave you feedback about an action of yours. - How did that feel? - How did you react? - What would you prefer to be different in that case? - What was the result? - Which feedback elements made it efficient or non-efficient at the time?” <p>Tutor encourages participants to be sincere and detailed in their responses. The feedback elements that made efficient on non-efficient communication will be written down on the paperboard.</p>	
Activity details	



Reflexion activity/ Group discussion
Assessment of the activity
N/A
References/Further reading
https://www.europarc.org/communication-skills/pdf/Negotiation%20Skills.pdf [Accessed on 13/9/ 2018]
https://www.skillsyouneed.com/ips/conflict-resolution.html [Accessed on 13/9/ 2018]

Resource R8.2

Activity Code	Title
R7.2	Lovers' quarrel
Overview	
<p>❖ <i>Purpose:</i></p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> - Identify causes of communication breakdowns - Improve Multicultural sensitivity and diversity awareness skills <p>❖ <i>Resource needed:</i></p> <p>Extracts of film scenes:</p> <p>LA LA LAND (2016), https://youtu.be/XFi8BAzeawA and Pride and Prejudice (2005), https://youtu.be/1R-Zg5es7mq</p> <p>❖ <i>Duration:</i> 30 minutes</p>	
Instructions	
<p>Tutor invites participants to watch these lovers' quarrel film scenes in Extracts of film scenes,</p> <ul style="list-style-type: none"> - LA LA LAND (2016) and - Pride and Prejudice (2005), <p>Tutor encourages discussion:</p> <ul style="list-style-type: none"> - "Is it a constructive disagreement or not? Try to justify your answer. - What went wrong in each case?" <p>(The tutor encourages learners to watch the resources twice and also keeps notes on the verbal content, the para-verbal and non verbal details)</p>	
Activity details	
Reflexion activity/watching video	
Assessment of the activity	
N/A	
References/Further reading	
https://www.youtube.com/watch?v=A8MYLxCNLHE (Conflict resolution) [Accessed on 13/9/ 2018]	
https://www.talent.wisc.edu/onlinetraining/resolution/step7.htm [Accessed on 13/9/ 2018]	



Resource R8.3

Activity Code	Title
R8.3	Dealing with the neighbour
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> Learners will be able to: <ul style="list-style-type: none"> - Disagree Constructively ❖ <i>Resource needed:</i> PPT S8.1 ❖ <i>Duration:</i> 30 minutes 	
Instructions	
<ul style="list-style-type: none"> - Case study: "Your neighbour is making noise between 1 and 3 am at least three times a week. - Try to manage this situation by communicating with him. Prepare your key points trying to use balanced (positive and negative) comments, observed and objective facts, specific examples and timely feedback. Then read them loud and ask for feedback". <p>(The tutor encourages learners to empathize with their neighbour before writing down their speech and keep always in mind the above criteria. Tutor takes notes on participants' suggestions on the flipchart).</p> <ul style="list-style-type: none"> - Discussion 	
Activity details	
Reflexion/Discussion/Role play activity	
Assessment of the activity	
N/A	
References/Further reading	
https://www.youtube.com/watch?v=94YEorTLjQc (Organizational behaviour - Conflict and negotiation) [Accessed on 13/9/ 2018]	
https://www.youtube.com/watch?v=KY5TWVz5ZDU (Conflict resolution) [Accessed on 13/9/ 2018]	
https://home.snu.edu/~hculbert/conflict.htm [Accessed on 14/9/ 2018]	
http://www.wright.edu/~scott.williams/LeaderLetter/conflict.htm [Accessed on 14/9/ 2018]	

Resource R8.4

Activity Code	Title
R8.4	Anger
Overview	
<ul style="list-style-type: none"> ❖ <i>Resource needed:</i> PPT S7.1 ❖ <i>Duration:</i> 30 minutes 	

**Instructions**

Tutor presents the Case study:

“You have parked your car in a handicap’s spot. A furious driver is expressing his anger on you.

- Try to imagine the dialogue. How are you going to react?
- Exercise yourself in pairs. Both learners collaborate to find the best tactic. Then, exchange ideas with the rest of the learners' group”.
- (Tutor encourages participants to adjust in detail to the nature of the role-play).
- Discussion. Ask participants about their experiences during the activity.
- What is your take away? What elements of the best tactic do you find important?

Activity details

Reflexion/Role play activity

Assessment of the activity

N/A

References/Further reading

<http://businesscrowd.co.uk/insight/four-ways-disagree-constructively-rather-destructively/>

Ally Yates, Four ways to disagree constructively rather than destructively

[Accessed on 20/7/ 2018]

<https://www.nicolabartlett.de/disagreeing-constructively/>

Nicola Bartlett, Disagreeing politely and constructively,

[Accessed on 20/7/ 2018]

PPT S8.1

Conflict resolution

<https://resetproject.eu/en/outputs/o3-in-service-training-programme/>

Skill 9 – Interpersonal skills

SKILL 9: Interpersonal Skills			
Learning hours: 4h	Face-to-Face: 2h	Online studies: 2h	
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> - Work in intercultural teams - Negotiate and get to the best solutions for both parties - Understand and manage their own and others' emotions. 		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
15mn	<ul style="list-style-type: none"> - A squared room - A paper board and a marker - A balloon 	<i>Welcoming</i> <ul style="list-style-type: none"> - The educator welcomes all the learners in the room - Presentation of the participants: Game of the balloon Presentation of the course	R9.1



	<ul style="list-style-type: none"> - Papers and pens for the learners to take notes 	<ul style="list-style-type: none"> - The educator briefly presents the topic of the lesson and asks the learners if they have ever heard about it. 	
15mn	<ul style="list-style-type: none"> - PowerPoint presentation - A projector - Papers and pens for the learners to take notes 	<p><i>Introduction to the interpersonal skills</i></p> <ul style="list-style-type: none"> - The educator projects the PowerPoint presentation on the screen and asks the learners to get ready to take notes - The educator goes through the slides and explains what the interpersonal skills the course focuses on are and why they are important for the learners. - The educator encourages the learners to take notes and ask questions. 	N/A
35mn	<ul style="list-style-type: none"> - A projector - A paper board and a marker - Sticky notes - Papers and pens for the learners to take notes 	<p><i>Teamwork</i></p> <ul style="list-style-type: none"> - The educator explains the team building activity to the learners making practical examples and answering the questions. - The educator hands out the sticky notes to all the learners. 	R9.2
35mn	<ul style="list-style-type: none"> - Pieces of paper and pens - Sheets with the scenarios for the role play - A paper board and a marker 	<p><i>Negotiation</i></p> <ul style="list-style-type: none"> - The educator explains the role play activity about negotiation and its objectives. He/she specifies the timing to complete the activity. - Then, he/she hands out sheets with different scenarios as a support of the activity. It will be one scenario for each pair. - The educator also provides the learners with pieces of papers. 	R9.3



35mn	- A paper board and a marker	<p><i>Managing emotions</i></p> <ul style="list-style-type: none"> - The educator explains the play about emotion management and its objectives. He/she specifies the timing to complete the activity. - Then, he/she hands out sheets with different scenarios as a support of the activity. It will be one scenario for each pair. - He/she prepares the activity by ensuring that the learners understand and consider internal and external body signals associated with a range of feelings. 	R9.4
15mn	- A paper board and a marker	<p><i>Wrapping Up</i></p> <ul style="list-style-type: none"> - The educator asks the participants what they have liked during the class. - Then each learner will write on the paper board 2 works linked to the subjects that they have learnt during the class. 	

Resource R9.1

Activity Code	Title
R.9.1	Balloon
Overview	
<p><i>Purpose:</i></p> <ul style="list-style-type: none"> - Ice-breaking among the group; - warm up the group; - develop communication skills; - introduce teamwork activities; - learn the name of each participant <p>❖ <i>Duration:</i> 10 min</p>	
Instructions	
<ul style="list-style-type: none"> - The educator asks the learners to form a circle and gives a balloon to one learner. He/She is asked to throw the balloon to a learner of his/her choice and ask his/her name. The learner who has the balloon will have to do the same and so on. 	



Activity details
N/R
Assessment of the activity
The activity is considered as successful when all participants know the first name of each other.
References/Further reading
About learners introducing themselves https://medium.com/@samosley01/5-ways-students-can-use-tech-to-introduce-themselves-623a52cf025f

Resource R9.2

Activity Code	Title
R.9.2	Team building activity

Overview
<p><i>Purpose:</i></p> <ul style="list-style-type: none"> - Learning how to set some basic ground rules - Handling difficult behaviours - Active listening all the group members - Handling group problems - Getting to an agreement <p>❖ <i>Duration:</i> 35 min</p>
Instructions
<ul style="list-style-type: none"> - The educator writes the word “Meaningful” and “pleasant” on the paper board. - The educator asks to write on sticky notes what makes this course meaningful and pleasant. - Sticks all the learners’ notes onto the paper board sheet. - The educator goes through the suggestions to make sure that all the learners have the same understanding of them. Otherwise they will be changed until a general consensus will be found. - The educator asks the participants how they would ensure that the ideas on the sticky notes are carried out during the workshop. He/she records the opinion in a list under the sticky notes <p>The educators explains that all ideas mutually agreed as being "pleasant" and "meaningful" make up the Behaviour Guide for the group of learners. The group has the responsibility to uphold this code throughout the course.</p>
Activity details
N/R
Assessment of the activity
The activity is successful if all the learners have participated in a collaborative way in the activity, by proposing their ideas and considering those of the others.
References/Further reading
Other team building activities: https://www.youtube.com/watch?v=iV53bKvwQfs https://www.youtube.com/watch?v=DwjNFYnIVol



Resource R9.3

Activity Code	Title
R.9.3	Role play salesperson and prospect
Overview	
<p><i>Purpose:</i></p> <ul style="list-style-type: none"> - To learn how to get to the best solution for both parties - To develop active listening skills - To acquire good communication competences - To develop negotiation skills <p>❖ <i>Duration:</i> 35 min</p>	
Instructions	
<ul style="list-style-type: none"> - The educator asks the learners to write on pieces of paper 2 or 3 of the most extreme negotiating situations they have ever experienced (tight deadline, legal complications, and so forth). Then he/she shuffles the papers and asks the learners to randomly pick one. - Then the educator chooses the pairs of people who will do the activity together: one will play the salesperson and another one will play the prospect. - The pairs go through the scenarios provided by the educator: one scenario for each pair. The pairs will do the activity and try to get to an agreement. - After an agreement is reached, the educator will ask each pair to debrief the activity: which responses worked well? Which were unsuccessful? How will the learners apply these takeaways to future negotiations? - The educator will write down the findings of the learners on a paperboard. 	
Activity details	
N/R	
Assessment of the activity	
The activity is successful if the learners playing the role play will reach an agreement, or at least a standstill.	
References/Further reading	
<p>Other negotiation activities:</p> <p>https://www.youtube.com/watch?v=D6l3A4x68bA</p> <p>https://www.youtube.com/watch?v=DZntD2KEJs0</p> <p>https://work.chron.com/negotiating-skills-teachers-12677.html</p> <p>https://epublications.bond.edu.au/cgi/viewcontent.cgi?article=1380&context=adr</p>	

Resource R9.4

Activity Code	Title
R.9.4	Don't go Grrrr!
Overview	
<p><i>Purpose:</i></p> <ul style="list-style-type: none"> - To explore the implications of intense emotions on self and others 	



- To develop personal strategies to cope with the intense emotions that can result from adverse situations and the demands of others.
- Avoid acting without thinking and act without thinking and cause harm to self and others
- To use optimistic thinking
- To find ways to solve the problems in a positive way.

❖ *Duration: 35mn*

Instructions

- The educator splits the class into four equal groups. Then he/she will write the following lists of emotions on the white board. The educator will use the first set of emotions to demonstrate the task.
 1. furious, enraged, cross, irritated, angry, annoyed
 2. unhappy, despairing, grief-stricken, sad, blue, a bit down
 3. puzzled, confused, shocked, stunned, surprised
 4. satisfied, happy, pleased, delighted, overjoyed, ecstatic
 5. worried, nervous, stressed, overwhelmed, anxious
- The educator asks for 6 volunteers (according to the number of learners in the classroom) to demonstrate each of the emotions in the first list (furious, enraged, etc.). Then he/she introduces the word and concept of ‘intensity’. The educator asks the learners volunteers to act out various levels of intensity for their allocated emotion, and then he/she asks the class to order the ‘emotional acts’ from low to high intensity.
- The educator allocates lists 2-5 to the four groups, check students' understanding of each of the listed emotions. In their *groups, have students sort their group list of emotions from low intensity to high intensity*. The educators asks questions such as: *Which of the emotions were difficult to sort? Why? Which of these emotions are pleasant and which ones are unpleasant? What are some possible bad effects of intense or strong feelings? Is there one best way to manage intense emotions?*
- The educator notes the answers on the paper board.

Activity details

N/R

Assessment of the activity

The activity is successful if all the learners participate in a active way to the activity and express their feeling in a natural way.

References/Further reading

Other activities and resources about managing emotional:
<https://www.youtube.com/watch?v=JD4O7ama3o8>
<https://www.youtube.com/watch?v=b197XOd9S7U>
<https://www.skillsyouneed.com/ps/managing-emotions.html>

Skill 10 – Motivation skills

SKILL 10: Motivation Skills			
Learning hours: 4h	Face-to-Face: 2h	Online studies: 2h	
Learning outcomes	<p>This session aims to introduce the concept of personal development and to enable participants to establish their personal development plan, through strengthening self-awareness, supporting goal setting and thus bolstering self-confidence.</p> <p>At the end of this session, learners will be able to:</p> <ul style="list-style-type: none"> - Identify and describe personal skills, - Strengthen self-awareness, - Be able to gain and apply their understanding of personal and professional awareness - Support goal setting - Use the skills - values they have acquired in forming a social researcher identity. 		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
5mn	Training room with chairs arranged in a semi-circle.	<p><i>Introduction</i></p> <p>Icebreaker: nick name https://www2.cortland.edu/dotAsset/c1a635f6-a099-4ede-8f15-79b86e315088.pdf [accessed 19/9/2018]</p> <p>Tutor invites each participant to share with the group what his or her nickname was when growing up or even today, and how he or she was given this nickname.</p> <p>Tutor encourages good-natured humour to be enjoyed as participants share their nicknames.</p> <p>If some participants are uncomfortable sharing this information with the group, they are allowed not to participate. As a facilitator, the tutor must be sure to share his/her nickname with the group as well.</p> <p>Tutor asks the participants if any of their nicknames are still used today</p>	



30mn	<p>Training room with chairs arranged in a semi-circle.</p> <p>A learner journal for note taking</p> <p>Pens and note-taking materials for all learners. Projector PC PowerPoint Presentation;</p>	<p><i>Reflection: Thinking about oneself.</i></p> <p>Tutor asks:</p> <ul style="list-style-type: none"> - “Which are your main characteristics? Write them down”. - “Do you think others have acquired the same impression of you?” - “Ask a partner to write down his/her opinion about you. - Compare the 2 lists and reflect on them: - Are there common elements? - Are there elements missing? - Why is that? - Did they add other elements, not existing in your list? - Do you think they are real? - Underline those you think that are realistic. - Which ones among them do you like or dislike? - How can you change those you dislike?” - Participants take notes. - Display the PPTS10.1 and ask for questions 	R10.1
20mn	<p>Projector PC PowerPoint Presentation;</p> <p>Training room with chairs arranged in a semi-circle.</p> <p>A learner journal for note taking</p> <p>Pens and note-taking materials for all learners.</p>	<ul style="list-style-type: none"> • Then tutor asks participants: “Talk to a partner. Be sincere. Give feedback: <ul style="list-style-type: none"> - About a bad habit of yours, affecting job performance. For example, delaying. - Why do you think you delay things? - How do you feel about this habit? - Would you like to change it and how? - What will be the outcome of such a change? <p>The tutor will suggest that the participants of this activity should feel confidence. They will try to be sincere and provide positive feedback’.</p>	PPTS10.1 R10.2
30mn	<p>A learner journal for note taking</p> <p>Pens and</p>	<p>Tutor invites participants to compose a motivation letter for a job opening. Tutor underlines that they have to make sure to properly present their name, address, recipient’s name, company firm, a formal</p>	R10.3



	note-taking materials for all learners	greeting, the reason they communicate, 2-3 paragraphs, the statement of availability, their communication details, their name and signature Then they are invited to ask the group for feedback.	
30mn	Training room with chairs arranged in a semi-circle. A learner journal for note taking Pens and note-taking materials for all learners	Being positive towards difficult situations... Tutor provides the participants with the following scenarios. They are invited to cooperate and share with their partners, naming only the possible positive outcomes of the following: <ul style="list-style-type: none"> • Your brother has a serious backbone pain • Your boss has fiscal problems. • Scientists expect a dangerous inbound comet next week. <p><i>Discussion</i></p> <ul style="list-style-type: none"> - Ask participants about their experiences during the activity. - What is their take away? 	R10.4
5mn	Paperboard markers	<ul style="list-style-type: none"> - Ask volunteers to share one sentence on what they have learned or what they thought was really helpful/opened their eyes. - Remind them what this module was about and ask what learning outcomes they reached 	

Resource R10.1

Activity Code	Title
R10.1	Reflection: Think about yourselves.
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> The learners will be able to: <ul style="list-style-type: none"> - Identify and describe personal skills, - Strengthen self-awareness, ❖ <i>Resource needed:</i> PPTS10.1 ❖ <i>Duration:</i> 30 min 	
Instructions	
<p>Display the PPTS10.1 and ask participants to point out the main topics.</p> <ul style="list-style-type: none"> - Tutor asks: "Which are your main characteristics? Write them down". 	



<p>“Do you think others have acquired the same impression of you?” “Ask a partner to write down his/her opinion about you.</p> <ul style="list-style-type: none"> - Compare the 2 lists and reflect on them: Are there common elements? Are there elements missing? Why is that? Did they add other elements, not existing in your list? Do you think they are real? Underline those you think that are realistic. Which ones among them do you like or dislike? How can you change those you dislike?” - Participants take notes.
Activity details
Reflexion activity
Assessment of the activity
N/A
References/Further reading
https://www.bizmove.com/skills/m8r.htm [Accessed on 22/7/ 2018]
https://au.reachout.com/articles/how-to-become-self-aware [Accessed on 13/9/ 2018]
https://www.youtube.com/watch?v=NwLGHCZTQt4 (Personal Development Plan) [Accessed on 22/7/ 2018]
https://www.oxbridgeacademy.edu.za/blog/4-reasons-personal-development-priority/ [Accessed on 22/7/ 2018]
https://www.bizmove.com/skills/m8r.htm [Accessed on 22/7/ 2018]
https://www.skillsyouneed.com/ps/personal-development.html [Accessed on 22/7/ 2018]

Resource 10.2

Activity Code	Title
R10.2	Our mirrors
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> <ul style="list-style-type: none"> - the participants will realize how one accepts and change habits -they will appreciate the value of asking someone else’s opinion on them ❖ <i>Resource needed:</i> A learner journal for note taking ❖ <i>Duration:</i> 20 min 	
Instructions	
<ul style="list-style-type: none"> - Tutor asks participants: “Talk to a partner. Be sincere. - Give feedback: <ul style="list-style-type: none"> - About a bad habit of yours, affecting job performance. For example, delaying. - Why do you think you delay things? 	



- How do you feel about this habit?
- Would you like to change it and how?
- What will be the outcome of such a change?
- The tutor will suggest that the participants of this activity should feel confidence. They will try to be sincere and provide positive feedback.

Activity details

Discussion and Reflexion activity

Assessment of the activity

N/A

References/Further readinghttps://www.youtube.com/watch?v=tA8W1Q_HRml

(It is all about change Jim Rohn)

[Accessed on 22/7/ 2018]

<https://www.youtube.com/watch?v=d82DD-Fg9cQ>

(How to find yourself when you are lost - Personal Development Tony Robbins)

[Accessed on 22/7/ 2018]

Resource 10.3

Activity Code	Title
R10.3	Motivation Letter
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> To have an inner view of themselves To express their motivation plans in a open, sincere way To realize which motivation tasks they should carry on ❖ <i>Resource needed:</i> A learner journal for note taking Pens and note-taking materials for all learners ❖ <i>Duration:</i> 30 minutes 	
Instructions	
<ul style="list-style-type: none"> - Tutor invites participants to compose a motivation letter for a job opening. - Tutor underlines that they have to make sure to properly present their name, address, recipient's name, company firm, a formal greeting, the reason they communicate, 2-3 paragraphs, the statement of availability, their communication details, their name and signature - Then they are invited to ask the group for feedback. 	
Activity details	
Role play and Reflexion activity	
Assessment of the activity	
N/A	
References/Further reading	
https://www.ru.nl/science/careerservice/your-career/cv-motivation-letter/	
Accessed on 22/7/ 2018]	



<https://novoresume.com/career-blog/how-to-write-a-motivation-letter>

[Accessed on 22/7/ 2018]

Motivation science

<https://psycnet.apa.org/PsycARTICLES/journal/mot/4/4>

[Accessed on 2/8/ 2018]

Resource 10.4

Activity Code	Title
R10.4	Being positive
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> To understand the value of being positive in all situations To get exercised in techniques of being, thinking positive and be motivated ❖ <i>Resource needed:</i> A learner journal for note taking Pens and note-taking materials for all learners ❖ <i>Duration:</i> 30 min 	
Instructions	
<ul style="list-style-type: none"> - Being positive towards difficult situations... - Tutor provides the participants with the following scenarios. They are invited to cooperate and share with their partners, naming only the possible positive outcomes of the following: <ul style="list-style-type: none"> - Your brother has a serious backbone pain - Your boss has fiscal problems. - Scientists expect a dangerous inbound comet next week. - Discussion - Ask participants about their experiences during the activity. - What is their take away? 	
Activity details	
Role play and Reflexion activity	
Assessment of the activity	
N/A	
References/Further reading	
https://www.psychologytoday.com/us/blog/hope-relationships/201409/6-ways-become-more-positive-today [Accessed on 13/10/ 2018]	
https://www.melysagriffin.com/15-tips-for-being-positive/ [Accessed on 13/11/ 2018]	
https://www.nytimes.com/2018/07/10/well/the-power-of-positive-people.html [Accessed on 13/10/ 2018]	

PPT S10.1

Motivation skills

<https://resetproject.eu/en/outputs/o3-in-service-training-programme/>

Module 3 : Pros & Cons of e-learning

Module 3: Pros and Cons of E-Learning			
Learning hours: 2h	Face-to-Face: 1h	Online studies: 1h	
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> - Identify the advantages and disadvantages of e-learning - Get acquainted with the blended learning practice - Work with different technological teaching methods - Strengthen their teaching skills 		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
10mn	Paper board	<i>Ice breaking: If you...</i> <ul style="list-style-type: none"> - The educator presents the activity to the learners and stress out the objectives: to create cohesion and promote talking among the participants. 	R.M.3.1
30mn	PowerPoint (PPT.S3.1) Projector	<i>Pros and Cons of E-Learning</i> <ul style="list-style-type: none"> - The educator prepares the projector to show the PowerPoint presentation. - He/she gives a class about the pros and cons of the e-learning and the blended learning practices using the R.S3.2 PowerPoint presentation (PPT.S3.1). 	R.M3.2
20mn	Pens and papers	<i>Wrapping up</i> <ul style="list-style-type: none"> - The educator organizes a wrap up activity, making sure to explain that it is not an assessment. - The educator will launch the activity by explaining it to the learners, indicating the timing and providing them with pens and papers. 	R.M3.3

Resource R.M3.1

Activity Code	Title
R.M3.1	Icebreaker: If you...
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> <ul style="list-style-type: none"> - Encourage talking among the learners - Get the learners to meet by sharing information about common experiences 	



❖ <i>Duration:</i> 10 min
Instructions
<ul style="list-style-type: none"> - Ask the participants to talk in pairs for 2 minutes and then to change pair. - Write the following questions on a paper board: <ul style="list-style-type: none"> ○ If you woke up tomorrow as an animal, what animal would you choose to be and why? ○ If you were a vegetable, what vegetable would you be? ○ If you could live anywhere on this planet and take everything that you love with you, where would you choose to live? ○ What favourite colour are you and how does being that color make you feel? ○ If you could choose an imaginary friend, who would you choose and why? - Ask the participants to pick one of these questions and ask it to another learner and then pass to another one.
Activity details
N/R
Assessment of the activity
N/R
References/Further reading
N/R

Resource R.M3.2

Activity Code	Title
R.M3.2	E-Learning and Blended learning
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> This course aims at providing the learners with notions about e-learning, its pros and cons compared to face-to-face learning and at increasing their knowledge about blended learning. ❖ <i>Duration:</i> 30 min 	
Instructions	
The educator will give a short lecture to teach the learners about e-learning and blended learning	
Activity details	
The educator will give the lecture thanks to the specific PowerPoint presentation “The advantages of E-learning in lifelong learning” (PPT.S3.1).	
Assessment of the activity	
N/R	
References/Further reading	



<https://elearningindustry.com/digital-education-tools-teachers-students>
<https://www.tcd.ie/CAPSL/TIC/guidelines/teaching/e-learning.php>

Resource R.M3.3

Activity Code	Title
R.M3.3	Wrapping up
Overview	
<p>❖ <i>Purpose:</i></p> <ul style="list-style-type: none"> - Get the learners to reflect about the knowledge acquired during the lecture. - Go deeper through the subject and cover points that have not been explained yet or that are not clear to the students. <p>❖ <i>Duration:</i> 20 min</p>	
Instructions	
<ul style="list-style-type: none"> - Ask the students to answer those simple questions after the end of the lecture by writing their responses on papers: <ul style="list-style-type: none"> o Name one important thing you learned in class today o Write one question still in your mind after today's lesson o Do you have any suggestions for how today's class could have been improved? - Then collect the papers and read them out loud, paying special attention to the learners' questions. - Attention: this activity is not an assessment activity; therefore the educator has to make it explicit before starting. 	
Activity details	
N/R	
Assessment of the activity	
N/R	
References/Further reading	
N/R	

PPTM3.1

Pros and Cons of E-Learning

<https://resetproject.eu/en/outputs/o3-in-service-training-programme/>

Module 4 : Online security processes, be aware of Internet threat

Module 4: Online security processes (Be aware of Internet threats)			
Learning hours: 4h	Face-to-Face: 2h	Online studies: 2h	
Learning outcomes:	At the end of this session, learners will be able to: <ul style="list-style-type: none"> - Secure their navigation on the Internet - Use new ways of protecting their data on the web 		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
30mn	Lecture PPT.M4.1 1 computer per participant with an Internet connection	<p><i>About passwords</i></p> <ul style="list-style-type: none"> • Lecture: To give his/her lecture, the trainer will have the help of the R.S4.1 and of the PPT.S4.1. Lecture duration: 15mn • Workshop: Once the lecture is over and that participants got the time to ask their questions, ask them to choose one of the password manager softwares and to install it on their PC. Give them the time to explore the software and be free to assist them and answer their questions Workshop duration: 15mn 	R.M4.1 PPT.M4.1
30mn	Lecture PPT.M4.2 projector 1 computer per participant with an Internet connection	<p><i>Anonymity on the Internet</i></p> <ul style="list-style-type: none"> • Lecture: Start the lecture with the video: https://www.youtube.com/watch?v=gcEq9JDMs94 It introduces the Tor software. Then use the R.S4.2 and PPT.S4.2 to give a short lecture about it. Video + lecture duration: 15mn • Workshop: Once the lecture is over and that participants got the time to ask their questions, ask them download Tor Browser. Give them the time to explore the software and be free to assist them and answer their questions Workshop duration: 15mn 	R.M4.2 PPT.M4.2
15mn	Coffee Tea Snacks	<p><i>Break</i></p> <p>The 2 first sessions were quite technical and demanding so allow the participants to have a 15mn break to recover!</p>	
15mn	Lecture PPT.M4.3	<p><i>Tips to buy on the Internet</i></p> <p>Start your presentation using the PowerPoint</p>	R.M4.3



	projector	PPT.S4.3 and end it with the following video showing 10 epic Internet purchases fails! https://www.youtube.com/watch?v=7zCz1KE_8cY	PPT.M4.3
30mn	Lecture projector PPT.M4.4 1 computer per participant with an Internet connection	<p><i>Control your e-reputation</i></p> <ul style="list-style-type: none"> Lecture: Start your presentation with the following video: https://www.youtube.com/watch?v=w7gEbPVw3hA Then, use the PPT.S4.4 to deliver a lecture about ways to keep control on your online reputation. <p>Video + lecture duration: 15mn</p> <ul style="list-style-type: none"> Workshop: Once the lecture is over and that participants got the time to ask their questions, ask them download explore the three tools presented. Be free to assist them and answer their questions. <p>Workshop duration: 15mn</p>	R.M4.4 PPT.M4.4

Resource RM4.1

Activity Code	Title
R.M4.1	Passwords
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> This resource offers a basis for the trainer to deliver his/her lecture in front of the participants. It proposes a theoretical framework. ❖ <i>Duration:</i> 15mn 	
Instructions	
<ul style="list-style-type: none"> - Speak slowly and enunciate - Repeat the major points of the lecture - Make sure that participants can ask questions when needed 	
Activity details	
The trainer can use the powerpoint (PPT.S4.1) attached to be sure to have an interactive support to deliver his/her lecture.	
Assessment of the activity	
N/A	
References/Further reading	
<p>How to create a safe password:</p> <p>https://www.howtogeek.com/195430/how-to-create-a-strong-password-and-remember-it/ https://lifelhacker.com/how-to-create-a-strong-password-1797681069 https://www.youtube.com/watch?v=q5DYkzOrz_I https://www.youtube.com/watch?v=aEmF3lylvr4</p>	

Resource RM4.2

Activity Code	Title
R.M4.2	Anonymity on the internet
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> This resource offers a basis for the trainer to deliver his/her lecture in front of the participants. It proposes a theoretical framework. ❖ <i>Duration:</i> 15 min 	
Instructions	
<ul style="list-style-type: none"> - Speak slowly and enunciate - Repeat the major points of the lecture - Make sure that participants can ask questions when needed - 	
Activity details	
The trainer can use the PowerPoint (PPT.S4.2) attached to be sure to have an interactive support to deliver his/her lecture.	
Assessment of the activity	
N/A	
References/Further reading	
About the importance of anonymity on the Internet: https://us.norton.com/mostdangeroustown2/bonus/why-freedom-and-anonymity-on-the-internet-is-important https://www.theguardian.com/commentisfree/2010/mar/17/protecting-online-anonymity About Tor network: https://www.torproject.org/about/torusers.html https://www.youtube.com/watch?v=6czcc1gZ7Ak https://www.youtube.com/watch?v=pyq4vwxqvSI	

Resource RM4.3

Activity Code	Title
R.M4.3	Tips to buy on the Internet
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> This resource offers a basis for the trainer to deliver his/her lecture in front of the participants. It proposes a theoretical framework. ❖ <i>Duration:</i> 15 min 	
Instructions	
<ul style="list-style-type: none"> - Speak slowly and enunciate - Repeat the major points of the lecture - Make sure that participants can ask questions when needed - 	
Activity details	



The trainer can use the Powerpoint (PPT.S4.3) attached to be sure to have an interactive support to deliver his/her lecture.

Assessment of the activity

N/A

References/Further reading

Tips to buys on the Internet:

<https://www.pcmag.com/article2/0,2817,2373130,00.asp>

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

<https://www.wikihow.com/Shop-Online>

Resource RM4.4

Activity Code	Title
R.M4.4	Manage your e-reputation
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> This resource offers a basis for the trainer to deliver his/her lecture in front of the participants. It proposes a theoretical framework. ❖ <i>Duration:</i> 15 min 	
Instructions	
<ul style="list-style-type: none"> - Speak slowly and enunciate - Repeat the major points of the lecture - Make sure that participants can ask questions when needed - 	
Activity details	
The trainer can use the PowerPoint (PPT.S4.4) attached to be sure to have an interactive support to deliver his/her lecture.	
Assessment of the activity	
N/A	
References/Further reading	
Manage your online legacy: https://www.youtube.com/watch?v=QLolOYs6jAo https://www.youtube.com/watch?v=UOP89L3g_48 https://www.forbes.com/sites/susanadams/2013/03/14/6-steps-to-managing-your-online-reputation/#4d0ee06a7767 https://www.razorsocial.com/manage-online-reputation/ https://www.business2community.com/digital-marketing/7-steps-successfully-manage-online-reputation-01958363	

PPT RM4.1

Passwords

<https://resetproject.eu/en/outputs/o3-in-service-training-programme/>

PPT RM4.2

Anonymity on the Internet: a solution with TOR browser

<https://resetproject.eu/en/outputs/o3-in-service-training-programme/>

PPT RM4.3

Buying on the Internet: Tips

<https://resetproject.eu/en/outputs/o3-in-service-training-programme/>

PPT RM4.4

Manage your online reputation

<https://resetproject.eu/en/outputs/o3-in-service-training-programme/>

Module 5: Introduction to the business canvas

Module 5: Introduction to the business canvas			
Learning hours: 4h	Face-to-Face: 2h	Online studies: 2h	
Learning outcomes	At the end of this session, learners will be able to: <ul style="list-style-type: none"> - Identify the most relevant and useful business canvas models in line with their activity - Create your own business canvas 		
Duration	Material needed	Activity proposed and tips for the tutor	Resource
10mn	Paper board	<i>Introduction to the class</i> <ul style="list-style-type: none"> - The educator welcomes all the learners in the classroom. - He/she asks the learners if they already had some experience with the business canvas or if they know what it is. The educator can write on the paper board the key words suggested by the interventions of the participants. - Then, he/she introduces the class by explaining how the course will be developed and how long it will last. 	N/R
30mn	PowerPoint presentation (PPT.M5.1) Projector Pens and papers	<i>Business Model Canvas</i> <ul style="list-style-type: none"> - The educator prepares the projector to show the PowerPoint presentation to the learners. - He/she gives a lecture about the Business Model Canvas by using the R.S5.1 PowerPoint presentation (PPT.M5.1). - The educator encourages the students to take notes. 	R.M5.1



40mn	Pens and papers PowerPoint slides printed on paper Post-its	<i>Activity: Create your Business Model Canvas!</i> - After creating the groups for this activity, the educator provides each group of students with the PowerPoint presentation printed on paper. He/she explains that the students can consult it during the activity. - The educator prepares the activity as indicated in the RM.5.2. - The educator answers all the students' questions to make sure that they understand how to run the activity.	R.M5.2
30mn	White board Paper board	<i>Activity: Tell your story</i> - The educator organizes the activity by sticking the Business Model Canvas created in the previous activity on the white board. - The educators answer the students' questions in case they don't have clear how to perform the activity.	R.M5.3
10mn		<i>Wrapping up</i> - The educator concludes the course by asking the students their opinion about the lesson and about the Business Model Canvas. - He/she answers the participants' questions about subjects that are not clear yet or that have not been addressed during the lesson. - The educators note on the paper board the main concepts that come out from this final discussion.	N/R

Resource RM5.1

Activity Code	Title
R.M5.1	Business canvas
Overview	
❖ <i>Purpose:</i> This class provides notions and explanations to the learners about the	



<p>business canvas, its utility and how to create one. Practical examples and best practices are also provided</p> <p>❖ <i>Duration:</i> 30 min</p>
Instructions
<p>The educator will give a short lecture to teach the learners how to make a business model canvas.</p>
Activity details
<p>The educator will give the lecture thanks to the specific PowerPoint presentation “Business Model canvas” (PPT.M5.2).</p>
Assessment of the activity
N/R
References/Further reading
<p>Learn more about the business canvas:</p> <p>https://businesstown.com/shows/business-plans/3-examples-disruptive-business-models/</p> <p>https://www.slideshare.net/gjstinitiative/determining-cost-structure-revenue-streams-34990724</p> <p>https://www.forbes.com/sites/michaelskok/2013/06/14/4-steps-to-building-a-compelling-value-proposition/#2a3fa9446958</p> <p>https://www.youtube.com/watch?v=IP0cUBWTgpY</p>

Resource RM5.2

Activity Code	Title
R.M5.2	Create your Business Model Canvas!
Overview	
<p>❖ <i>Purpose:</i> The proposed activity has the following goals:</p> <ul style="list-style-type: none"> - Apply the notions learnt during the lecture - Practice the techniques to create a Business Model Canvas - Learn practically how to make a Business Model Canvas - Reflect on the difficulties to face when developing a Business Model Canvas <p>❖ <i>Duration:</i> 40mn</p>	
Instructions	
<ol style="list-style-type: none"> 1. Ask the students to write the name of a company on a paper. Then form the working groups, mix the papers in a box and ask one learner for each group to pick a paper. 2. The learners will draw the Business Model Canvas template on a paper sheet. Tell them that they can see the example Business Model Canvas on the PowerPoint sheets. 3. Ask the students to try to fill in the canvas for the business they have been given. 4. Propose the students to make a note of any issues they face creating the canvas for discussion after the exercise. 5. Encourage the participants to discuss within their team what their thoughts are about using the Business Model Canvas as a tool for alignment for discussion at the end. 6. Conclude the activity by asking the students what difficulties they have noted and what questions what were the most useful tips and questions to create their 	



Business Model Canvas.
Activity details
<ul style="list-style-type: none"> - The educator asks the learners to write on a piece of paper a name of a company (Spotify, Uber, Public transport company, etc.). - The learners work in groups of 3 or 4 people. - The educator runs a short activity at the end of the exercise (5 mn) to reflect about the notions learnt, the difficulties faced and to cover any further points that were not previously addressed.
Assessment of the activity
The activity is successful if all the groups of participants have created their Business Model Canvas.
References/Further reading
<p>Further resources:</p> <p>https://www.alexandercowan.com/tutorial-personas-problem-scenarios-user-stories/#Persona</p> <p>https://www.youtube.com/watch?v=ReM1uqmVfP0</p>

Resource RM5.3

Activity Code	Title
R.M5.3	Tell a story!
Overview	
<ul style="list-style-type: none"> ❖ <i>Purpose:</i> This class provides notions and explanations to the learners about the business canvas, its utility and how to create one. Practical examples and best practices are also provided ❖ <i>Duration:</i> 30 min 	
Instructions	
<ol style="list-style-type: none"> 1. Ask the students to name a representative for each group that had been composed for the previous activity. 2. Stick the Business Models of the first group to the white board and invite the representative to tell the story of their business one post-it at a time. 3. Ask him/her to take all the post-its down and try to tell his/her story by putting up one post-it after the other on a blank Canvas on the paper board 4. Encourage the other groups to ask questions. 	
Activity details	
The activity has to be organized in an interactive way. All the students of each group are encouraged to participate. While the representative of each group will tell the story of his/her business, the students of his/her groups will support him/her and answer the questions of the other groups.	
Assessment of the activity	
N/R	
References/Further reading	
<p>Learn more about the business canvas:</p> <p>https://businesstown.com/shows/business-plans/3-examples-disruptive-business-models/</p> <p>https://www.slideshare.net/gjstinitiative/determining-cost-structure-revenue-streams-34990724</p>	



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<https://www.forbes.com/sites/michaelskok/2013/06/14/4-steps-to-building-a-compelling-value-proposition/#2a3fa9446958>
<https://www.youtube.com/watch?v=IP0cUBWTgpY>

PPT RM5.1

Business model canvas

<https://resetproject.eu/en/outputs/o3-in-service-training-programme/>



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