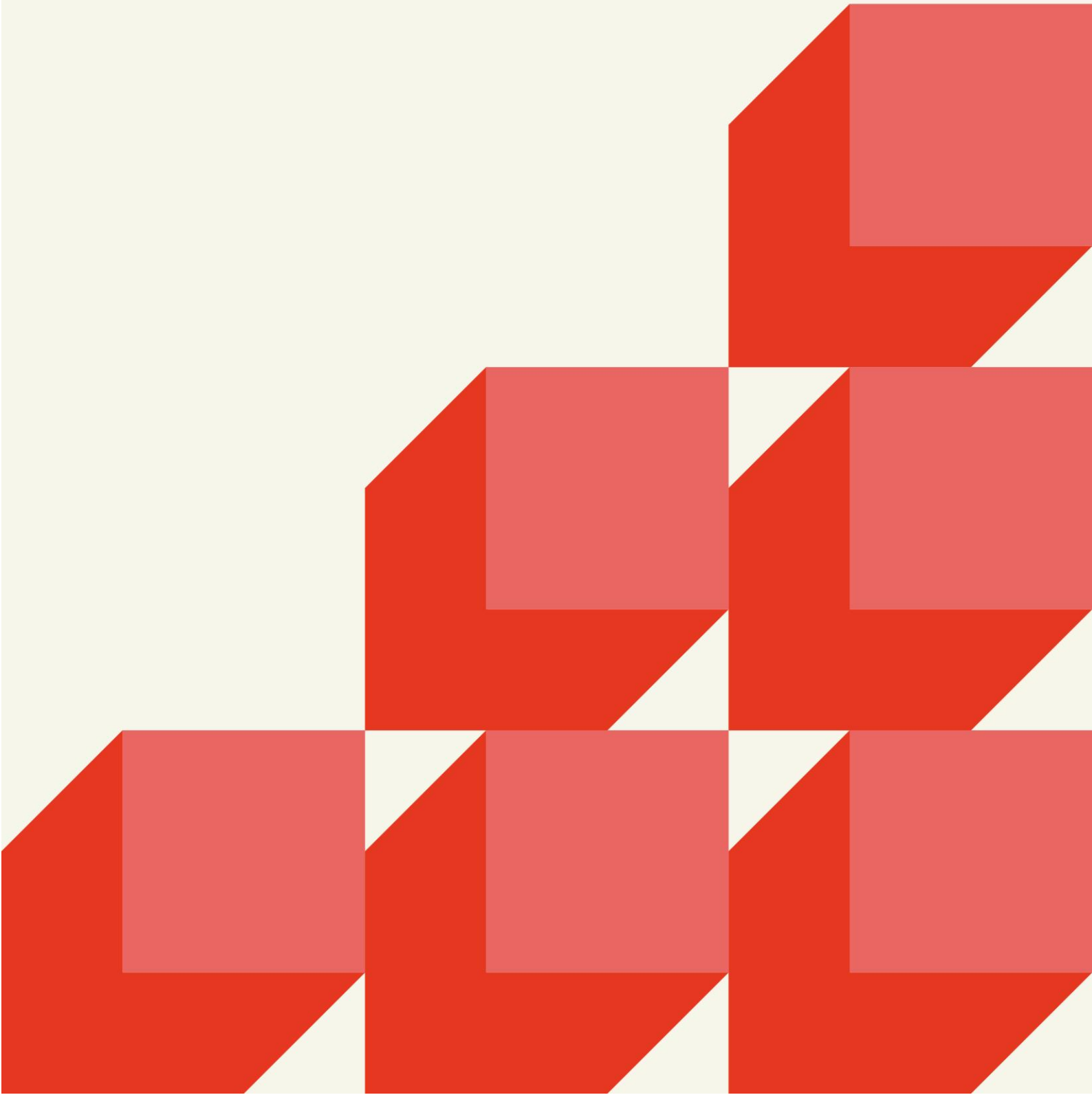
matrix
strategic mapping of
youth unemployment

Employability Skills Guide for Educators



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Employability Skills Guide for Educators

About

The ambitious endeavor known as **"MATRIX - STRATEGIC MAPPING OF YOUTH UNEMPLOYMENT"** is dedicated to tackling the pressing concern of youth unemployment. The primary objective of this project is to empower young individuals across partner countries and the broader European Union by equipping them with enhanced employability skills. Through strategic mapping and collaborative efforts, the project aims to pave the way for a brighter future, reducing unemployment rates and fostering a more skilled and productive workforce among the youth.

Project Objectives

- Develop and implement a coherent strategy and a roadmap for addressing youth unemployment. Identifying talent needs for specific sectors and provide an accurate training package for VET schools.
- To promote the enhancement of VET quality and attractiveness, with a specific focus on job opportunities and employment.
- Deliver a comprehensive skills development program across multiple areas that will enable the youth to explore, train and retrain themselves for work and self-employment.
- To equip youth with the right knowledge and skills to be competitive not only in but also outside their own country.

Target Groups

Teachers and educators can use this manual with two different groups:

a) **TEACHERS AND TRAINERS:** Counsellors, Career & Employability Skills Tutors, VET Teachers, Employability experts
b) **LEARNERS:** Young people and unemployed people or people that are going through training

Work Package and Specific Objectives

The aim of this Work Package (WP) is to equip employability educators with methodologies, tools, and skills in order to actively respond to the needs of the people they work with. This will help enhance personal development, employability, and participation in the European labour market.

A1: Employability Skills Guide for Educators

A guide for teachers to have the first-hand knowledge in the skills needed by the labour market. The **objectives** of this handbook are the following:

1. To provide teachers and educators with new knowledge and skills to facilitate the employability of young people.
2. To contribute to quality improvement and innovation in employability organization and systems. To incorporate innovative learning activities and mentoring methodologies.

A2: "Skill for the Trainers Workshop"

The face-to-face workshop is the most efficient and productive method in transferring knowledge and clarifying important issues before the actual training takes place in each country.

A1. Employability Skills Guide for Educators

This handbook has four main features:

1) Employability and skills activities and mentoring resources that the trainer can use with end-users.
2) General guidance for the tutor for effective delivery of sessions.
3) Specific guidance for the employability skills tutor to enhance skills development (in the form of lesson plans with activities meant to develop a specific competence).
4) Supplementary resources (additional activities, useful links, external videos, and useful websites).

These four features were defined by both the MATRIX project proposal and the results of the survey sent to the target group. The results showed that these skills are crucial for young people and will be further explained below.

Feature 1

Employability skills activities and mentoring resources that the trainer can use with end-users.

a) **Effective Communication and Collaboration Skill**:

- **Activity:** Group Role-Play Exercise
  Duration: 1 hour
  Teaching Methodology: Role-playing is an excellent way to help young people develop their communication and collaboration skills. Divide the participants into small groups and assign them different scenarios that commonly occur in professional settings, such as resolving conflicts, negotiating a deal, or presenting a project. Each group should act out the scenario while focusing on effective communication, active listening, and collaboration. After the role-play, conduct a debriefing session to discuss the strengths and areas for improvement.
- **Theory Material:**
  Communication: Use models such as Shannon-Weaver model, Transactional Model, and Grice's Maxims of Cooperative Communication.
  Active Listening: Understand the principles of active listening and how to paraphrase, ask clarifying questions, and provide feedback effectively.
  Non-Verbal Communication: Learn about body language, facial expressions, and other non-verbal cues that play a significant role in communication.
  Conflict Resolution: Study different conflict resolution models, such as the Thomas-Kilmann Conflict Mode Instrument (TKI) and the Interest-Based Relational Approach (IBRP).

b) **Decision Making and Problem-Solving**

- **Activity:** Case Study Analysis
  Duration: 1.5 hours

Teaching Methodology: Present the participants with real-life case studies related to their field of interest or industry. These case studies should involve complex problems and decisions that require critical thinking and analysis. In small groups, the young people should discuss and analyze the cases, identify the key issues, and propose potential solutions. Encourage them to think critically, consider different perspectives, and weigh the pros and cons of each solution before reaching a final decision.

- **Theory Material:**

Decision-Making Models: Learn about various decision-making models, such as the Rational Decision-Making Model, Bounded Rationality Model, and Garbage Can Model.
Problem-Solving Techniques: Explore problem-solving methodologies like the Five Whys, SWOT Analysis, and Fishbone Diagrams (Ishikawa Diagrams).
Cognitive Biases: Understand common cognitive biases that can affect decision-making, such as confirmation bias, anchoring bias, and availability heuristic.

c) **Time-Management and Self-Management**

- **Activity:** Time Blocking and Goal Setting
  Duration: 2 hours (divided into two sessions)
  Teaching Methodology: In the first session, introduce the concept of time blocking to the participants. Teach them how to prioritize tasks, allocate specific time blocks for each activity, and create a daily/weekly schedule. In the second session, focus on goal setting and the importance of setting achievable and measurable goals. Guide them in setting both short-term and long-term goals related to their personal and professional development. Encourage them to use their time blocks to work towards their goals effectively.
- **Theory Material:**
  Time Management Matrix: Learn about time management techniques like the Eisenhower Matrix for prioritizing tasks based on urgency and importance.
  Goal Setting Theories: Understand goal-setting theories, such as Locke's Goal-Setting Theory and the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound).
  Self-Motivation: Study theories related to self-motivation and personal drive, including Maslow's Hierarchy of Needs and Self-Determination Theory.

d) **Networking and Social Skills**

- **Activity:** Networking Event Simulation
  Duration: 2 hours
  Teaching Methodology: Organize a networking event simulation where participants can practice their networking and social skills. Create an environment similar to a professional networking event, with participants playing different roles (employers, professionals, job seekers, etc.). Encourage them to introduce themselves, engage in conversations, exchange contact information, and follow up after the event. Provide feedback and guidance on effective networking techniques, such as active listening and asking open-ended questions.
- **Theory Material:**
  Social Intelligence: Learn about social intelligence and emotional intelligence theories and how they impact networking and relationship-building.
  Networking Strategies: Explore effective networking strategies, including building rapport, finding common ground, and cultivating long-term relationships.
  Elevator Pitch: Understand the concept of an elevator pitch and how to craft a concise and compelling introduction about oneself or their work.

Quiz:

1. **Effective Communication and Collaboration Skill:**

Question: What are some key principles of active listening that contribute to effective communication?

a) Identifying opportunities for negotiation and conflict resolution.
b) Understanding different communication models, such as Shannon-Weaver model and Transactional Model.
c) Paraphrasing, asking clarifying questions, and providing feedback.

Correct Answer: c) Paraphrasing, asking clarifying questions, and providing feedback.

Justification: Active listening involves actively engaging with the speaker through techniques like paraphrasing, asking clarifying questions, and offering constructive feedback.

2. **Decision Making and Problem-Solving:**

Question: Which cognitive bias might lead individuals to rely heavily on the first piece of information encountered when making decisions?

a) Confirmation bias.
b) Anchoring bias.
c) Availability heuristic.

Correct Answer: b) Anchoring bias.

Justification: Anchoring bias is a cognitive bias where individuals rely heavily on the first piece of information encountered (the "anchor") when making subsequent decisions.

3. **Time Management and Self-Management:**

Question: How can the Eisenhower Matrix aid in effective time management?

a) By categorizing tasks based on urgency and importance.
b) By providing a detailed schedule for each day.
c) By promoting multitasking to complete tasks faster.

Correct Answer: a) By categorizing tasks based on urgency and importance.

Justification: The Eisenhower Matrix helps individuals prioritize tasks by sorting them into four quadrants based on their urgency and importance.

4. **Networking and Social Skills:**

Question: What is the purpose of an elevator pitch in networking situations?

a) To exchange contact information with potential connections.
b) To establish common ground with others.
c) To deliver a concise and compelling introduction about oneself or their work.

Correct Answer: c) To deliver a concise and compelling introduction about oneself or their work.

Justification: An elevator pitch is a brief and persuasive speech used to introduce oneself, communicate professional goals, and generate interest from potential connections.

Feature 2

General guidance for effective delivery of sessions:

a) **Facilitation skills:**

- **Activity:** Small Group Presentations
  Duration: 1.5 to 2 hours
  Description: Divide participants into small groups and assign each group a topic related to employability skills. Ask them to prepare a short presentation or interactive activity to teach the rest of the participants about the assigned topic. During the presentation, participants will practice their facilitation skills by engaging the audience, managing time effectively, and encouraging active participation. After each presentation, conduct a debriefing session to provide constructive feedback and identify areas for improvement.
- **Theory Material:**
  Adult and Non-Formal Learning Principles: Familiarize yourself with adult and non-formal learning theories like Andragogy (Malcolm Knowles) and Experiential Learning (David Kolb), which can guide your facilitation approach.
  Facilitation Techniques: Learn about various facilitation techniques such as brainstorming, active listening, and conflict resolution to effectively manage group dynamics.
  Inclusive Facilitation: Study methods to ensure an inclusive and safe environment for participants from diverse backgrounds and perspectives.

b) **Learning styles and differentiated instruction:**

- **Activity:** Learning Styles Experience
  Duration: 1.5 to 2 hours
  Description: Ask participants to complete a learning styles inventory or questionnaire to identify their preferred learning styles (e.g., visual, auditory, kinesthetic). Based on their results, provide a variety of learning materials and activities that cater to different styles, allowing participants to experience differentiated instruction firsthand. For example, visual learners may engage with infographics or videos, auditory learners may participate in discussions or listen to podcasts, and kinesthetic learners may participate in hands-on activities or simulations. After the activities, hold a reflection session where participants can share their experiences and discuss how differentiated instruction impacted their learning.
- **Theory Material:**
  Learning Styles Inventory: Understand the concept of learning styles and explore various inventories like VARK (Visual, Auditory, Reading/Writing, Kinesthetic) to assess individual preferences.
  Differentiated Instruction Strategies: Learn about differentiated instruction strategies such as tiered assignments, learning centers, and flexible grouping to accommodate diverse learning styles.

Universal Design for Learning (UDL): Familiarize yourself with UDL principles and how they can be applied to create inclusive learning experiences for all participants.

c) **Assessment and feedback**:

- **Activity:** Self-Assessment and Goal-Setting
  Duration: 1.5 to 2 hours
  Description: Create a sample self-assessment form for participants to evaluate their own employability skills, strengths, and areas for improvement. Guide them through the process of setting goals based on their self-assessment and provide feedback on their goals. Encourage participants to be honest and reflective during the self-assessment process. After setting goals, facilitate a group discussion where participants can share their goals and receive feedback and encouragement from their peers.
- **Theory Material:**
  Self-Assessment and Goal-Setting: Understand the importance of self-assessment in the learning process and how it can lead to effective goal setting for personal and professional growth.
  Constructive Feedback: Study feedback models like the SBI model (Situation-Behaviour-Impact) and the COIN model (Context-Observation-Impact-Next Steps) to provide constructive feedback in a supportive manner.
  Formative Assessment: Explore formative assessment techniques and how they can be integrated into training sessions to monitor progress and guide learners' improvement.

d) **Technology integration**:

- **Activity:** Exploring digital tools for enhancing employability
  Duration: 1.5hours
  Description: Introduce participants to a variety of digital tools that might be used both for enhancing own competences and improving employability skills of young people: AI tools (e.g., ChatGPT), online learning platforms (Coursera, LinkedIn Learning), and gamification tools. Ask them to explore and try out these tools and discuss how they use those in their work. Facilitate a discussion on the benefits and challenges of using technology for skill development.
- **Theory Material:**
  AI tools (ChatGPT): Get acquainted with the functionalities of ChatGPT and the main principles of prompting (i.e. formulating a request). Try out ChatGPT for various purposes – for example, identifying you dream job, learning which competences it requires and where they can be obtained.
  Online Learning Platforms: Explore the contents of the LinkedIn Learning Platform (it can be used for free for one month). Check out the contents of various topics: writing a resume/developing a CV; job search; job interview.
  Gamification tools: Research various gamification tools and consider how these can be applied in the work with young people to enhance their employability skills.

Quiz:

1. **General Guidance for Effective Delivery of Sessions:**

Question: What are some key facilitation techniques that can help manage group dynamics during small group presentations?

a) Time management and conflict resolution.
b) Active listening and brainstorming.
c) Andragogy and Experiential Learning.

Correct Answer: b) Active listening and brainstorming.

Justification: Facilitation techniques like active listening and brainstorming are essential for managing group dynamics and encouraging active participation during small group presentations.

2. **Learning Styles and Differentiated Instruction:**

Question: How can instructors apply the concept of Universal Design for Learning (UDL) to create inclusive learning experiences for participants with diverse learning styles?

a) Assigning the same tasks to all participants to ensure fairness.
b) Utilizing tiered assignments and learning centers to accommodate different learning preferences.
c) Focusing solely on auditory instruction to address varied learning styles.

Correct Answer: b) Utilizing tiered assignments and learning centers to accommodate different learning preferences.

Justification: Universal Design for Learning (UDL) promotes the use of flexible instructional strategies, such as tiered assignments and learning centers, to cater to the diverse learning needs of participants.

3. **Assessment and Feedback:**

Question: What is the purpose of formative assessment in training sessions focused on employability skills?

a) To provide final grades and evaluate participants' performance.
b) To monitor progress and guide learners' improvement throughout the learning process.
c) To assess participants' employability skills based on real-life scenarios.

Correct Answer: b) To monitor progress and guide learners' improvement throughout the learning process.

Justification: Formative assessment in employability skills training helps track participants' progress and provides feedback to guide their improvement during the learning journey.

4. **Technology Integration:**

Question: How does blended learning combine face-to-face instruction with online learning to enhance employability skills training?

a) By substituting all face-to-face sessions with online modules.
b) By integrating multimedia elements into online courses.

c) By combining the benefits of interactive in-person discussions and the flexibility of online resources.

Correct Answer: c) By combining the benefits of interactive in-person discussions and the flexibility of online resources.

Justification: Blended learning combines face-to-face interactions with online resources, offering a balanced approach that fosters interactive learning and allows for self-paced skill development.

Feature 3

Specific guidance for employability skills development

a) **Self-awareness and personal branding:**
   - **Activity:** Personal SWOT Analysis and Brand Statement
     Duration: 1.5 to 2 hours
     Description: Ask participants to create a personal SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) to identify their unique qualities and areas for improvement. Then, guide them in developing a personal brand statement that reflects their strengths, skills, and career aspirations. During the activity, participants can work individually or in pairs to complete their SWOT analysis and craft their brand statement. Encourage them to share their brand statements with the group to gain feedback and refine their statements.
   - **Theory and Material:**
     Self-awareness Theories: Familiarize yourself with theories related to self-awareness, such as Johari's Window and Self-Concept Theory, which can help individuals understand themselves better.
     Personal Branding Strategies: Learn about the principles of personal branding, including the importance of authenticity, consistency, and value proposition in building a strong personal brand.
     SWOT Analysis: Understand the concept of SWOT analysis and how it can be used for self-assessment by identifying internal strengths and weaknesses and external opportunities and threats.

b) **Goal setting and action planning:**
   - **Activity:** Goal-Setting Workshop
     Duration: 1.5 to 2 hours
     Description: Conduct a goal-setting workshop where participants define short-term and long-term career goals. Provide them with a goal-setting worksheet or template to help them breakdown their goals into actionable steps and establish timelines. During the workshop, facilitate group discussions to encourage participants to share their goals, challenges, and action plans. Participants can also offer support and accountability to one another.
   - **Theory and Material:**
     Goal Setting Theories: Study goal-setting theories such as Locke's Goal-Setting Theory and the Goal-Setting Theory of Motivation, which provide insights into the factors that contribute to effective goal setting.

SMART Goals: Familiarize yourself with the concept of SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) and how they ensure clarity and feasibility in goal setting.
Action Planning Techniques: Learn about different action planning methods, such as Gantt charts and Eisenhower Matrix, to break down goals into actionable steps and prioritize tasks.

c) Adaptability and resilience:

- **Activity:** Real-Life Scenario Brainstorming
  Duration: 1.5 to 2 hours
  Description: Present participants with real-life scenarios that require adaptability and resilience, such as sudden changes in the job market or unexpected challenges in the workplace. Ask them to brainstorm strategies for effectively responding to these situations and share their ideas in a group discussion. Emphasize the importance of adaptability and resilience in navigating a dynamic work environment.
- **Theory and Material:**
  Resilience Theories: Explore theories of resilience, such as the Resilience Theory by Emmy Werner, which focuses on protective factors that contribute to resilience in the face of adversity.
  Stress Management Techniques: Study stress management strategies, including mindfulness practices, relaxation techniques, and cognitive reframing, to help individuals cope with challenges and build resilience.
  Growth Mindset: Familiarize yourself with the concept of a growth mindset (Carol Dweck) and how it can foster adaptability and the willingness to embrace challenges as opportunities for growth.

d) Continuous learning and professional development:

- **Activity:** Professional Development Resource Sharing
  Duration: 1.5 to 2 hours
  Description: Facilitate a group discussion where participants share their favorite professional development resources, such as books, podcasts, or online courses. Encourage them to recommend resources to one another and create a collaborative list of recommended learning opportunities. Participants can also discuss how they integrate continuous learning into their daily lives and careers.
- **Theory and Material:**
  Lifelong Learning Theory: Study the concept of lifelong learning and the importance of continuous professional development in adapting to a rapidly changing work environment.
  Motivation Theories: Understand motivational theories such as Self-Determination Theory (SDT) and the Hierarchy of Needs (Maslow) to explore factors that drive individuals to pursue continuous learning and personal growth.
  Personalized Learning Strategies: Learn about personRalized learning approaches that cater to individual interests, goals, and preferred learning styles in professional development.

Quiz:

1. **Self-awareness and Personal Branding:**

Question: How can the concept of Johari's Window aid individuals in enhancing self-awareness?

a) By identifying strengths and weaknesses through self-assessment.
b) By understanding how others perceive them and gaining insights into blind spots.
c) By setting specific and measurable career goals.

Correct Answer: b) By understanding how others perceive them and gaining insights into blind spots.

Justification: Johari's Window is a psychological model that helps individuals understand their self-awareness by analyzing their known and unknown qualities, including insights into how others perceive them.

2. **Goal Setting and Action Planning:**

Question: How does the concept of SMART goals ensure effective goal setting?

a) By focusing on ambitious and challenging objectives.
b) By providing a step-by-step action plan to achieve goals.
c) By ensuring goals are Specific, Measurable, Achievable, Relevant, and Time-bound.

Correct Answer: c) By ensuring goals are Specific, Measurable, Achievable, Relevant, and Time-bound.

Justification: SMART goals provide a structured approach to goal setting by ensuring that objectives are well-defined, achievable, and time-sensitive.

3. **Adaptability and Resilience:**

Question: How can a growth mindset contribute to an individual's adaptability in the face of challenges?

a) By avoiding difficult situations to maintain comfort and stability.
b) By embracing challenges as opportunities for learning and growth.
c) By seeking constant validation from others to boost self-esteem.

Correct Answer: b) By embracing challenges as opportunities for learning and growth.

Justification: A growth mindset fosters a positive attitude towards challenges, viewing them as opportunities to learn and develop resilience.

4. **Continuous Learning and Professional Development:**

Question: What is the significance of personalized learning strategies in professional development?

a) Personalized learning eliminates the need for continuous learning in the workplace.
b) Personalized learning caters to individual interests, goals, and learning styles.
c) Personalized learning focuses solely on group training and development.

Correct Answer: b) Personalized learning caters to individual interests, goals, and learning styles.

Justification: Personalized learning acknowledges the uniqueness of each learner, tailoring learning experiences to their preferences, interests, and specific learning needs.

Feature 4

Feature 4 consists of additional information, activities, links, Open Educational Resources (OER's), etc., that could be used to enhance the previous three main features. This feature serves as a "library", or a resource database with additional activities – external – for the tutor to get inspired.

Effective Communication and Collaboration

- "Crucial Conversations: Tools for Talking When Stakes Are High" by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler.
- "How to Win Friends and Influence People" by Dale Carnegie.
- "The 5 Dysfunctions of a Team: A Leadership Fable" by Patrick Lencioni.

Decision Making and Problem-Solving

- "Thinking, Fast and Slow" by Daniel Kahneman.
- "The Art of Thinking Clearly" by Rolf Dobelli.
- "HBR's 10 Must Reads on Making Smart Decisions" by Harvard Business Review.

Time Management and Self-Management

- "Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time" by Brian Tracy.
- "Getting Things Done: The Art of Stress-Free Productivity" by David Allen.
- "The Power of Habit: Why We Do What We Do in Life and Business" by Charles Duhigg.

Creative and Innovative Thinking

- "Creative Confidence: Unleashing the Creative Potential Within Us All" by Tom Kelley and David Kelley.
- "Originals: How Non-Conformists Move the World" by Adam Grant.
- "Thinkertoys: A Handbook of Creative-Thinking Techniques" by Michael Michalko.

Networking and Social Skills

- "Never Eat Alone: And Other Secrets to Success, One Relationship at a Time" by Keith Ferrazzi.
- "How to Talk to Anyone: 92 Little Tricks for Big Success in Relationships" by Leil Lowndes.
- "The Fine Art of Small Talk: How To Start a Conversation, Keep It Going, Build Networking Skills--and Leave a Positive Impression!" by Debra Fine.

Facilitation Skills:

- "The Skilled Facilitator: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers, and Coaches" by Roger M. Schwarz.
- "Facilitator's Guide to Participatory Decision-Making" by Sam Kaner, Lenny Lind, Catherine Toldi, Sarah Fisk, and Duane Berger.

Learning Styles and Differentiated Instruction:

- "Differentiated Instruction: A Guide for Middle and High School Teachers" by Amy Benjamin and Joan Berger.
- "The Differentiated Classroom: Responding to the Needs of All Learners" by Carol Ann Tomlinson.

Assessment and Feedback:

- "Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education" by Trudy W. Banta, Catherine A. Palomba, and Jillian Kinzie.
- "How to Give Effective Feedback to Your Students" by Susan M. Brookhart.

Technology Integration:

- "The Power of eLearning: The Essential Guide for Teaching in the Digital Age" by Marc J. Rosenberg.
- "Using Technology with Classroom Instruction That Works" by Howard Pitler, Elizabeth R. Hubbell, Matt Kuhn, Kim Malenoski.

Self-awareness and Personal Branding:

- "StrengthsFinder 2.0" by Tom Rath.
- "Me 2.0: 4 Steps to Building Your Future" by Dan Schawbel.
- "Personal Branding For Dummies" by Susan Chritton.

Goal Setting and Action Planning:

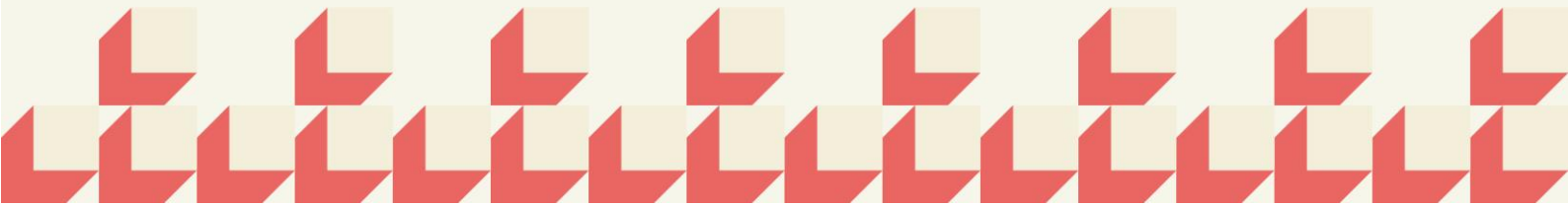
- "The Power of Habit: Why We Do What We Do in Life and Business" by Charles Duhigg.
- "The 12 Week Year: Get More Done in 12 Weeks than Others Do in 12 Months" by Brian P. Moran and Michael Lennington.
- "Your Best Year Ever: A 5-Step Plan for Achieving Your Most Important Goals" by Michael Hyatt.

Adaptability and Resilience:

- "Option B: Facing Adversity, Building Resilience, and Finding Joy" by Sheryl Sandberg and Adam Grant.
- "Resilient: How to Grow an Unshakable Core of Calm, Strength, and Happiness" by Rick Hanson.
- "Grit: The Power of Passion and Perseverance" by Angela Duckworth.

Continuous Learning and Professional Development:

- "The Learning Habit: A Groundbreaking Approach to Homework and Parenting that Helps Our Children Succeed in School and Life" by Stephanie Donaldson-Pressman, Rebecca Jackson, and Dr. Robert Pressman.
- "Mindset: The New Psychology of Success" by Carol S. Dweck.
- "Drive: The Surprising Truth About What Motivates Us" by Daniel H. Pink.



Lesson Plans

Title: Effective Communication and Collaboration

Introduction:

In this lesson, we will explore the facilitation skills of tutors in the context of adult and non-formal learning that assist in the effective delivery of trainings.

Effective Communication and Collaboration skills refer to the ability of trainers and tutors to convey information clearly, engage with learners in a supportive manner, and foster collaboration among learners.

These skills create a positive and inclusive learning environment, preparing learners for successful collaboration and communication in both educational and professional settings.

In the framework of our Employability Skills Guide we will focus on three main elements of Effective Communication and Collaboration:

- Active listening
- Non-verbal communication
- Conflict resolution

Learning Objectives:

- Define and explain the concept of Effective Communication and Collaboration skills.
- Describe the importance of Effective Communication and Collaboration in educational and professional settings.
- Summarize the key principles associated with active listening, non-verbal communication, and conflict resolution.
- Relate theoretical concepts to real-world scenarios where Effective Communication and Collaboration skills are crucial.
- Analyze how each element contributes to creating a positive and inclusive learning environment.

Lesson plan

Duration	***Type of activity***	***Materials needed***
20 minutes	Theoretical Part	PC and Projector for slides
20 minutes	Practical Part – Introducing Active Listening	Scenario cards; Timer or stopwatch. / Journals or notebooks for each participant; Pens/ pencils.

20 minutes	Practical Part – Application of Non-verbal communication skills	Index cards with simple phrases or emotions written on them; Timer or stopwatch. / Chat or messaging platform with emoji functionality (e.g., Zoom chat, Microsoft Teams chat); List of prompts or story themes.
20 minutes	Practical Part – Conflict Resolution	Case studies handouts; Breakout rooms for small group discussions (if online); Flip chart or digital whiteboard.
10 minutes	Reflection and Discussion, Self-assessment	Pens, papers

Theoretical and Contextual Background:

Effective Communication and Collaboration are crucial skills for trainers and tutors, especially when facilitating the employability of young people.

Effective communication and collaboration skills refer to the ability of trainers and tutors to convey information, engage with learners in a supportive manner, and foster collaboration among learners. This involves active listening, non-verbal communication awareness, and the skilful resolution of conflicts. Additionally, effective communication and collaboration encompass clear articulation of expectations, the use of technology for collaborative learning, providing constructive feedback, managing group dynamics, emotional intelligence and cultural competence, and adaptability in communication styles.

By integrating these elements into their teaching practices, trainers and tutors can enhance their communication and collaboration skills, creating an environment that supports the employability and overall development of young people in both educational and professional contexts.

Active Listening:

Active listening is a communication skill that involves fully concentrating, understanding, responding, and remembering what is being said. It goes beyond hearing words to comprehend the speaker's perspective and emotions.

It fosters effective communication by enhancing understanding, building trust, and promoting a supportive environment. It helps to prevent misunderstandings, strengthen relationships, and encourage open dialogue.

It involves:

- Paraphrasing: Restating the speaker's message in your own words.
- Summarizing: Providing a concise overview of the main points.
- Asking Clarifying Questions: Seeking additional information for better understanding.
- Providing Feedback: Offering affirmations or reflections to show engagement.

Non-verbal Communication:

Non-verbal communication includes facial expressions, body language, gestures, and other forms of expression that convey messages without words. Non-verbal communication is a powerful tool for expressing emotions, emphasizing messages, and enhancing overall communication. It provides additional context to verbal communication and helps convey sincerity and authenticity.

The main elements of non-verbal communication involve:

- Facial Expressions: Conveying emotions through facial movements.
- Body Language: Communicating messages through posture, gestures, and movements.
- Eye Contact: Establishing connection and conveying interest.
- Proximity: Signalling intimacy or personal space.
- Tone of Voice: Conveying emotions or attitudes through vocal intonation.

Conflict Resolution:

Conflict resolution is the process of addressing and resolving disagreements or disputes in a constructive manner, aiming for a resolution that is mutually satisfactory.

Conflict resolution is crucial for maintaining positive relationships, fostering a healthy work or learning environment, and promoting collaboration. It allows individuals to address differences constructively and move forward with shared goals.

Conflict resolution skills include:

- Communication: Clearly expressing thoughts and feelings while encouraging open dialogue.
- Empathy and Active Listening: Understanding the perspectives and concerns of all parties involved and acknowledging the emotions and viewpoints of others.
- Problem-solving: Collaboratively finding solutions that address the root causes of the conflict.
- Negotiation: Seeking compromise and common ground to achieve a mutually beneficial outcome.

Hands-on Activities:

Active Listening– Activity (20 min.):

1. Active Listening Role Play

This activity is suitable for a face-to-face course.

The objective of the activity is to practice active listening in a simulated conversation.

Provide each participant with a scenario card. Participants pair up and take turns being the speaker and the listener. The speaker discusses the scenario while the listener actively listens. After a set time (e.g., 5 minutes), ask participants to switch roles. Debrief as a group, discussing the challenges and successes in active listening.

OR

2. Active Listening Reflection Journal

This activity can be implemented in a digital environment.

The objective of the activity is to encourage reflection on personal listening habits.

After introducing the concept of active listening, ask participants to journal about a recent conversation where they felt they were an effective listener. Encourage them to reflect on what made the listening experience successful. Discuss reflections in small groups or as a whole.

Non-verbal Communication – Activity (20 min.):

1. Non-Verbal Charades

This activity is suitable for a face-to-face course.

The objective of the activity is to Demonstrate the importance of non-verbal cues in communication.

The facilitator provides a pile of index cards with simple phrases or emotions written on them. Each participant draws an index card without revealing the content. Participants take turns acting out the phrase or emotion silently, using only non-verbal cues. Others guess the phrase or emotion based on the non-verbal cues. After each round, discuss the impact of non-verbal communication on understanding.

OR,

2. Emoji Storytelling

This activity is suitable for a digital environment.

The objective of the activity is to develop storytelling skills using emojis in a digital setting.

Prepare a list of themes that participants can use as a starting point and share the list with participants in advance. Explain to participants that they will be telling a short story using only emojis. Share a theme in the chat to kick off the storytelling activity. Participants respond by crafting a short story using emojis within a specified time limit (e.g., 5 minutes). After that time, participants take turns sharing their emoji stories in the chat, without using any text. Facilitate a discussion on the diversity of emoji interpretations and storytelling styles.

Conflict Resolution – Activity (20 min.)

1. Case Study Analysis

This activity is suitable both for a face-to-face course and a digital environment.

The objective of the activity is to analyse and discuss real or hypothetical conflict resolution case studies.

Divide the participants into small groups and provide them with a conflict resolution case study. Participants read and analyse the assigned case studies. In small groups, they discuss the conflicts and propose resolutions. Each group presents their analysis and resolution strategies to the larger group. Facilitate a comprehensive discussion, emphasizing key conflict resolution principles.

Activities for practicing/ understanding/ implementing the method (Exercises, Case studies, Videos, Interactive resources)

- Duration: 1.30 h
- Materials needed:
  - PC and Projector for slides,
  - Scenario cards, Timer or stopwatch,
  - Journals or notebooks for each participant

- Case studies handouts; Breakout rooms for small group discussions (if online); Flip chart or digital whiteboard,
- Pens/ pencils.

- Activity description in steps:
  1. Theoretical Part (20 min) – PowerPoint presentation
  2. Active Listening – Activity (20 min)
     - Active Listening Role Play - *Scenario cards, Timer or stopwatch*
       Or,
     - Active Listening Reflection Journal - *Journals or notebooks for each participant, Pens/ pencils*
  3. Non-verbal Communication - Activity (20 min)
     - Non-verbal charades - *Index cards with simple phrases or emotions written on them; Timer or stopwatch.*
       Or,
     - Emoji Storytelling - *Chat or messaging platform with emoji functionality (e.g., Zoom chat, Microsoft Teams chat); List of themes.*
  4. Conflict Resolution – Activity (20 min)
     - Case Study Analysis - *Case studies handouts; Breakout rooms for small group discussions (if online); Flip chart or digital whiteboard*.
  5. Reflection & Discussion, Self-Assessment (10 min) – closure of lesson session.

Challenges and tips for implementation in different classrooms contexts/settings:

- Ensure that activities are engaging.
- Ensure participants that activities are voluntary and they can revoke their participation at any moment.
- Address sensitive topics with sensitivity and empathy. Be aware of learners' backgrounds and experiences and create a safe and respectful learning environment.
- Make sure that there is a wholesome atmosphere for learning that makes people welcome and interested. Provide icebreakers and/or breaks between lessons or sessions.
- Provide opportunities for sharing among learners during class.

Supporting materials and bibliography:

- Burgoon, J. K., Manusov, V., & Guerrero, L. K. (2021). Nonverbal communication. Routledge.
- Hidayatulloh, M. K. Y., & Ashoumi, H. (2022). The Perspective of Work Readiness in Vocational School Students with 21st Century Communication and Collaboration Skills. Cypriot Journal of Educational Sciences, 17(7), 2199-2206.
- Jacobson-Lundeberg, V. (2013). Communication, Collaboration, and Credibility: Empowering Marginalized Youth with 21st Century Skills. International Journal of Vocational Education & Training, 21(2).
- Jones, S. M., Bodie, G. D., & Hughes, S. D. (2019). The Impact of Mindfulness on Empathy, Active Listening, and Perceived Provisions of Emotional Support. Communication Research, 46(6), 838-865. https://doi.org/10.1177/0093650215626983
- Yadav, B. G. (2022). The Impact of Non-Verbal Communication in the Class.

Self-assessment activity:

Ask participants to write up on a paper what they think they have gained from the lesson session and what was the most impressive moment of the session. A short sharing and reflection of their experience follows in order to wrap up the meeting.

Title: Decision Making and Problem-Solving

Introduction: In this lesson, our primary focus we focus on decision-making, problem-solving, and creative thinking, emphasizing their significance for youth employability. We explore the interconnected nature of these skills and their critical role in helping young individuals navigate the workforce. The lesson also delves into the intricacies of the human mind and effective thinking principles.

Learning Objectives:

- Understand the relationship between decision making, problem solving, and creative thinking.
- Apply a unified model for both making decisions and solving problems.
- Enhance creative thinking skills.
- Recognize the difference between the brain and the mind.
- Utilize key problem-solving strategies.
- Practice brainstorming for generating ideas.

Lesson plan

Duration	***Type of activity***	***Materials needed***
20 minutes	Human Mind and Cognitive Biases in Decision Making	Whiteboard and markers PC or Projector for slides Handouts on decision-making steps
20 minutes	Empowering Youth Employment Through Leadership in Decision Making	Whiteboard and markers PC or Projector for slides Handouts on decision-making steps
20 minutes	Problem-Solving Strategies	Whiteboard and markers PC or Projector for slides Handouts on decision-making steps
20 minutes	How to Generate Ideas	Whiteboard and markers

		PC or Projector for slides Handouts on decision-making steps
10 minutes	Reflection and Discussion	None

Theoretical and Contextual Background:

Making Decisions:

Begin by explaining the concept of making decisions. Emphasize that it's a fundamental cognitive process in our daily lives, involving the art of choosing one option from several alternatives to achieve a specific goal. Participants will learn how effective decision-making can impact career choices and professional growth.

Cognitive Biases in Decision Making:

Introduce the concept of cognitive biases—systematic patterns of deviation from rationality that can influence decision-making. Discuss how these biases can lead individuals to make subjective judgments or interpret information in a way that deviates from logic. Understanding cognitive biases is essential for making more informed and objective decisions.

Problem Solving:

Delve into the cognitive process of problem-solving. Describe it as the method of finding answers or solutions to particular questions or situations, whether they are complex mathematical computations or everyday challenges. Discover how problem-solving abilities can enhance employability.

Creative Thinking:

Discuss creative thinking as a mental process that fosters the emergence of original and inventive ideas, encouraging thinking beyond conventional boundaries. Creative thinking is a valuable skill for youth employability.

Three Main Functions of the Mind:

Explain the fundamental functions of the mind: analyzing, synthesizing, imagining, and valuing. These functions enable us to process information, comprehend our environment, and make decisions consistent with our goals and beliefs.

Untapped Brain Capacity:

Highlight the incredible potential of the human brain, which boasts 86 billion neurons. However, introduce the concept that we may only use a small fraction of this capacity, around 10%, and how this concept can serve as a motivator for personal development.

Hands-on Activities:

Decision Making Activity: Implement a decision-making exercise where participants must choose between various alternatives to accomplish a specific objective. This practical activity reinforces the theoretical concept of decision making. Link for several exercicies: https://www.mindtools.com/cx4ems0/problem-solving

Problem Solving Simulation: Conduct a problem-solving simulation where participants are presented with a challenging scenario.

Creative Thinking Exercise: Engage participants in a creative thinking exercise where they are encouraged to think beyond traditional boundaries, make unconventional connections, and come up with innovative solutions. This hands-on activity exemplifies the importance of creative thinking. Tips: Pass-the-Papers: Each participant writes an idea on a piece of paper, then passes it to the next person, who builds on the previous idea. This process continues until the paper comes back to the original author.

Mind Functions Exploration: Encourage participants to explore the functions of the mind through exercises. For example, they can analyze a complex problem, synthesize information, imagine a new solution, and assign value to mental constructs.

Cognitive Biases in Decision Making: Engage participants in a role-playing exercise to simulate real-life scenarios, exposing and addressing cognitive biases in decision-making. Incorporate engaging videos such as "Limitations of the Brain" (https://youtu.be/9BdzhWdVaX0) and "Using Brain Teasers to Build Critical Thinking Skills" (https://youtu.be/m2elNI4WXkc) to complement hands-on activities, fostering awareness of cognitive biases in decision-making.

Conclusion & Reflection, and Evaluation:

Allow each participant to present their innovative ideas, problem-solving strategies, and decision-making processes to the class. This provides an opportunity for them to reflect on their learning.

Summary and Key Takeaways: Summarize the key concepts covered during the session and highlight the significance of harnessing the untapped potential of the brain. Encourage participants to reflect on how this newfound knowledge can contribute to personal development and success.

This structured approach ensures that participants not only receive theoretical knowledge but also actively engage in hands-on activities that reinforce these concepts. The peer review and student presentations promote reflection and understanding, and the summary reinforces key takeaways from the lesson.

Activities for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

- Duration: 1.30 h
- Materials needed: Whiteboard and markers, PC or Projector for slides, Handouts on decision-making steps
- Activity description in steps:

Visual Presentation: Begin the session by preparing a visually appealing PowerPoint presentation that outlines the key contents of the lesson. Use clear, concise bullet points, and incorporate visually engaging elements such as images, graphics, and colourful design.

Utilize Infographics and Diagrams: Within the PowerPoint, use infographics and diagrams to illustrate complex concepts. Learners benefit from visual representations. Ensure that these visuals are clear, relevant, and effectively convey the information.

Incorporate Videos: Enhance the visual learning experience by integrating short videos that complement the lesson content. Videos can provide dynamic, visual explanations of concepts and engage visual learners. Choose videos that are relevant to the topics discussed in the lesson.

Use different Exercises (examples):

a. Unfair Promotions Discussion:
Ethics talk at work lasting 20 minutes.
Groups spend five minutes thinking about a given situation.
Synthesis (5 minutes): Each group suggests three actions.
Valuing Reflection (5 minutes): Individuals or small groups reflect on the guiding ideals for their decisions.

b. Youth Employment Simulation:
10 minutes: Set the scene - Present MATRIXVille with diverse youth, unemployment, skill gaps, and aspirations.
Finding Key People (5 minutes): Identify roles for local government officials, business owners, teachers, and youth activists.
15 minutes Individual Reflection: Discuss job concerns for MATRIXVille's youth, noting both pros and cons.
20-minute Group Work: Small groups synthesize thoughts, discuss pros and cons, and apply the decision-making process.
15 minutes Vision Statement: Each group writes a vision statement highlighting successes and addressing challenges.
15-minute Presentation: Groups present their decision-making process, vision statement, and pros and cons.
10-minute Reflective Discussion: Share experiences, lessons learned, and challenges encountered in decision-making.
By incorporating these exercises, participants engage in practical applications of decision-making while reflecting on ethical considerations and addressing complex scenarios related to youth employment.

By incorporating these strategies, you can effectively engage both visual and auditory learners, ensuring that the lesson caters to a variety of learning preferences.

Challenges and tips for implementation in different classrooms contexts/settings:

- Ensure that the activities are engaging and interactive to keep learners' interest.
- Adapt the content and depth of discussion based on the learners' age and prior knowledge.
  Encourage learners' to share their own experiences and examples of decision making and problem solving.

Supporting materials and bibliography:

Decision Making & Problem Solving Strategies (Creating Success) Paperback – May 28, 2007, by John Adair (Author)

Decision Making and Problem Solving Strategies: Learn Key Problem Solving Strategies; Sharpen Your Creative Thinking Skills; Make Effective Decisions (Sunday Times Creating Success) Paperback – February 1, 2010, by John Adair (Author)

TRICKY TOPIC: HEURISTICS - https://youtu.be/MtvY54Pfr7M

What is Critical Thinking? - https://youtu.be/HnJ1bqXUnIM

Critical Thinking: Why, How Examples - https://youtu.be/eBAdfJye2QU

What is Critical Thinking? A Definition - https://youtu.be/ZLyUHbexz04

How To Improve Decision Making Skills | Decision Making Process - https://youtu.be/2tCYy66CyuQ

How to Overcome Indecision | Nuala Walsh | TEDxUniversityofSalford - https://youtu.be/xLSAkVxPOk0

THE POWER OF DECISION-MAKING | BENEDIKT AHLFELD | TEDxGraz - https://youtu.be/542qgGgL1s4

How your brain's executive function works -- and how to improve it | Sabine Doebel - https://youtu.be/qAC-5hTK-4c

Self-assessment activity:

Have learners' write a brief reflection on a recent decision they made or problem they solved and assess the effectiveness of their approach. Discuss these reflections as a class to reinforce key concepts.

This lesson plan provides a structured approach to understanding decision making, problem solving, and creative thinking, and includes practical activities to engage learners' in the learning process.

Title: Time-Management and Self-Management

Introduction:

This module focuses on increasing productivity and quality of life that results from the application of time management and stress management techniques.

We will also address theories related to goal setting and self-motivation.

Learning Objectives:

- Understand the challenges of time and stress management that govern the day-to-day life of organizations;
- Identify how improving communication can affect time management and increase your productivity;
- Identify mistakes made in time management;
- Identify stress factors and stress management actions;
- Identify and understand self-management, goal setting and self-motivation theories;
- Apply time management actions and techniques.

Lesson plan

Duration	***Type of activity***	***Materials needed***
30 mins	theoretical part	Computer, projector
15 mins	tutorial viewing	Computer, projector
30 mins	Hands-on Activity and discussion	Computer, mobile phone or tablet, projector, handouts
10 mins	Evaluation	Computer, mobile phone or tablet, projector
5 mins	Analysis and discussion of self-assessment results.	

Theoretical and Contextual Background:

Introduce participants to theory and examples of the following themes:

1. **Time Management**

"Time stays long enough for those who use it." – Leonardo Da Vinci

The ability to manage your time, like any other factor, can determine the success or failure of your career. Time is indispensable and irreplaceable, it is your most precious asset, it cannot be saved, nor can it be recovered once lost.

Everything you need to do requires time, and the better you use your time, the more you will accomplish and the greater your rewards will be.

Time management is essential for maximum health and personal effectiveness, the degree of control over your time and your life is decisive for your level of inner peace, harmony and mental well-being, a feeling of being "out of control " of your time is the main source of stress, anxiety and depression.

- Time Management

Time management involves strategically planning and overseeing how you use your time, emphasizing efficiency over exertion. Effectively managing time entails organizing your days to optimize productivity, minimizing effort while maximizing results. Mastering this skill enhances work quality, efficiency, and goal achievement with reduced stress.

Effective time management boosts productivity, providing freedom, focus, and stress reduction. In the workplace, a time management app is crucial, a key quality in employees. Managers benefit by assessing and optimizing productivity for overall company and employee success.

- Advantages of good time management:

1. Better Performance

2. Deliver Work on Time

3. Less Stress and Anxiety

4. High Work Quality

5. Improve Efficiency and Productivity

6. Less Procrastination

7. Better Work and Life Balance

8. Help Your Team Grow

- Mistakes in Time Management

1. Do the urgent instead of the important;
2. Make room for distractions;
3. Sink into wasted time and kill your time management;
4. Letting an unproductive hour become an unproductive day;
5. Multitasking: the biggest enemy of time management;
6. Not setting deadlines for your tasks;
7. Not knowing how to say “no”

- The “ABCDE” Method

Create a comprehensive list of tasks for the upcoming day, then apply the ABCDE method to prioritize. In effective time management, the pivotal concept is "consequences." Task significance is determined by the potential impact of completing or neglecting it. Prioritize based on this principle, starting with activities bearing the most significant consequences. Ensure A tasks take precedence, avoiding B activities until A tasks are completed.

A - Tasks you must do;

B - Tasks you should do;

C - Tasks that would be nice to do;

D - Tasks you can delegate to someone else;

E - Tasks that you can eliminate altogether.

- The Eisenhower Matix

Utilizing the Eisenhower Matrix, also known as the Urgent-Important Matrix, aids in task prioritization based on urgency and importance. It involves segregating tasks into categories of high urgency and importance, low urgency and importance, and so forth. This method guides individuals to focus on tasks with a combination of urgency and importance, while delegating or discarding those that fall into less critical categories.

- Time Blocking

Organize dedicated time intervals for optimal productivity.

The significance of your tasks directly correlates with the necessity of allocating specific time blocks for substantial projects.

To achieve meaningful results, allocate a minimum of sixty to ninety minutes to each task.

- **Self-Management**

"The biggest goal can be achieved if you simply break it down into enough small parts." – Henry Ford

- How you think and feel about yourself

Your life quality and emotional core hinge on self-esteem, defined by your self-worth. Cultivate potential through efficient time use to boost self-esteem. Effective time management fosters confidence and control.

- The Law of Control

The Law of Control governs time management psychology, asserting that your self-esteem aligns with your perceived control over life. Feeling in charge fosters positivity, while a lack of control leads to negativity. Psychologists distinguish between internal control (mastering your destiny) and external control (circumstances dictating your life).

- Self management skills

Mastering self-management involves skilfully guiding one's actions, emotions, and conduct. This proficiency empowers individuals to maintain organization, motivation, and goal-oriented focus. It necessitates proactivity, discipline, and adaptability, serving as a catalyst for personal and professional triumph.

- Make Written Plans

1. Make lists and sublists to accomplish each major and minor objective;
2. Write out an orderly list of every step necessary for the completion of every project;
3. Every minute spent in planning saves seven to ten minutes in execution;
4. Organize your list two ways: by sequence and by priority.

- SMART Criteria (**Goal Setting**)

Objectives are integral to both business and life, offering a sense of orientation, motivation, distinct focus, and highlighting significance. Establishing objectives means defining a specific target to strive for. The concept of SMART goals serves as a guiding framework for goal-setting, with SMART representing Specific, Measurable, Achievable, Realistic, and Timely. Consequently, a SMART goal integrates these criteria to concentrate efforts and enhance the likelihood of goal attainment.

SMART goals are:

Specific: Well defined, clear, and unambiguous

Measurable: With specific criteria that measure your progress toward the accomplishment of the goal

Achievable: Attainable and not impossible to achieve

Realistic: Within reach, realistic, and relevant to your life purpose

Timely: With a clearly defined timeline, including a starting date and a target date. The purpose is to create urgency.

- The Maslow's Pyramid (**Self-Motivation**)

The Maslow's Pyramid, also known as the Theory of Human Needs or, alternatively, as Maslow's Hierarchy of Needs, is one of the world's most famous motivation theories.

It was developed by the American psychologist Abraham Maslow in the 1950s. Maslow, concerned with understanding what makes people happy and what they do to achieve this goal, initiated a study within humanistic psychology about the different needs that we, as human beings, possess.

According to Maslow, our life's goal is to achieve full self-realization, and we constantly act in pursuit of this accomplishment. This innate desire to feel fulfilled is what generates motivation for our actions. However, before reaching this level of satisfaction, it is necessary to address basic human needs, such as food and sleep.

1.Physiological Needs

These are the needs that must be met to maintain a healthy body and ensure human survival. Some examples include:

- The need to satisfy hunger and quench thirst.
- Maintaining homeostasis processes (body temperature, hormonal functioning, etc.).
- Quality in breathing, sleep, and digestion.

2. Safety and Protection Needs

These needs also provide security to face life's challenges. Without these needs fulfilled, ascending the Pyramid becomes very difficult. Here are some examples:

- Body safety against physical risks, such as violence and accidents.
- Professional stability leading to financial security.
- Needs that ensure health-related security, such as health insurance and healthy habits.

The third and fourth levels encompass psychological needs, also defined as secondary needs:

3. Social Needs

These are related to interpersonal relationships, love, and acceptance. Examples of social needs include:

1. Good friendships, affection, and reciprocity.
2. Positive family relationships.
3. Respectful romantic relationships.

4. Esteem Needs

The fourth level involves the human need to feel respected and appreciated. After the first three levels are satisfied, esteem needs play a dominant role in human actions, as self-recognition and social acknowledgment stimulate behavior. Examples of esteem needs include:

- Recognition.
- Independence.
- Self-esteem.

Finally, at the top of the Pyramid, we find the needs for personal fulfillment:

5. Self-Actualization Needs

These are the most complex needs of human beings and are essential for each individual to achieve true personal and professional fulfillment, acting in line with their purpose. Examples of self-actualization needs include:

- Acting in accordance with moral values.
- Being free, self-sufficient, and independent.
- Having a routine that allows for the development of potential and creativity.

Activities for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

1. Presentation of time management theories, ABCDE Method, Eisenhower Matrix and Time Blocking
   - Duration: 20 minutes
   - Materials needed: Computer, projector (whiteboard, markers and handouts, if considered necessary)
   - Activity description: PPTX presentation.

2. Tutorial viewing (Tips for Effective Time Management and Eisenhower Matrix)
   - Duration: 05 minutes
   - Materials needed: Computer and projector
   - Activity description: Presentation of the videos (links in materials)

3. Practical exercises
   - Duration: 30 minutes
   - Materials needed: Computer, projector (whiteboard, markers and handouts, if considered necessary). Access to To-Do and Outlook Apps (Microsoft)
   - Activity description: Exercises of To-Do List, ABCDE Method, Eisenhower Matrix and Time Blocking

   a) **Encourage participants to create a list of tasks and classify them using the "ABCDE" Method, use the attached file and To-Do App (10 mins)**
   (WP3_FEPPV - EISENHOWER MATRIX _TO-DO_LIST_ACTIVITY)

   b) **Apply the Eisenhower Matrix exercise, use the attached file (10 mins)**
   (WP3_FEPPV - EISENHOWER MATRIX _TO-DO_LIST_ACTIVITY)

   c) **Using the Outlook App (Microsoft), promote the creation of Time Blocks, through the creation of recurring events (10 mins)**

4. Presentation of self-management, goal setting and self-motivation theories
   - Duration: 10 minutes
   - Materials needed: Computer, projector (whiteboard, markers and handouts, if considered necessary)
   - Activity description: PPTX presentation.

5. Tutorial viewing (5 Reasons You Need To Start Setting Goals and How to Set and Achieve Goals)
   - Duration: 10 minutes
   - Materials needed: Computer and projector
   - Activity description: Presentation of the videos (links in materials)

6. Self-assessment activity
   - Duration: 10 minutes
   - Materials needed: Access to online resources (Microsoft Forms) with mobile phone, tablet or laptop
   - Activity description: Self-assessment (links in self-assessment section)

7. Discussion of self-assessment results
   - Duration: 05 minutes
   - Materials needed: Results of sel-assessment
   - Activity description: Brainstorming

Challenges and tips for implementation in different classrooms contexts/settings:

- Students must have access to an Office (Microsoft) account to complete the practical part of the lesson.
- Start by getting to know the group of students and seeing if they already have any idea about the topics to be worked on.
- Awaken students' curiosity regarding these topics, highlighting the theories presented by linking them to the videos.
- Make practical exercises as dynamic as possible by emphasizing their usefulness in students' active lives.
- Encourage and promote the participation of all students.

Supporting materials and bibliography:

Reading material:

- "Time Management" by Brian Tracy;
- "Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time" by Brian Tracy;
- "Getting Things Done: The Art of Stress Free Productivity" by David Allen;
- "The Power of Habit: Why We Do What We Do in Life and Business" by Charles Duhigg

Resources (Youtube):

- **Time Is the Scarcest Resource**

1. https://www.youtube.com/@GCFLearnFree
2. https://www.youtube.com/watch?v=RiI1NkaDXlQ

- **The Eisenhower Matrix**

3. https://www.youtube.com/@eisenhowerme
4. https://www.youtube.com/watch?v=tT89OZ7TNwc&t=144s

- **Self Management**

5. https://www.youtube.com/@BrianTracyOfficial
6. https://www.youtube.com/watch?v=eDyIaPI76wU&list=PLvby6pHU7GVbx_0i3eLzAVqBUYKq1CKm6&index=2
7. https://www.youtube.com/watch?v=ivludkU9dmc

Other resources:

8. https://timetracko.com/blog/importance-of-time-management-in-the-workplace/#What_is_Time_Management;
9. https://eatyourcareer.com/2021/07/time-management-self-assessment-rate-your-skills/;
10. https://pixabay.com/illustrations/working-time-time-employee-7479833/;

- https://www.businessphrases.net/self-management-skills/

Self-assessment activity:

Participants can complete a brief self-assessment questionnaire to measure their progress in developing time management and stress management skills.

Please follow the link and do your self-assessment of how you manage your time.

https://forms.office.com/Pages/ShareFormPage.aspx?id=8PhFmMBHBU6YyOGdMV8ouylcGayatAlCuN2_Iz5UMRpUODFJVVpOUEpNR09NTFRYNFI3WkU1V042Ni4u&sharetoken=Xf0TGalnpLE1PY8iaGMF

For each of the following statements, give yourself a score from 1 to 5 based on how often this statement is true for you, where:

5 = Always

4 = Usually

3 = Sometimes

2 = Seldom

1 = Never

Remember to answer truthfully based on your current reality—not the reality you want for the future! This is for your eyes only so there's no need to sugar coat things.

After answering the questionnaire, save your answers in PDF, add up the results and check where you are in terms of how you manage your time.

Scoring

If you scored between 125-150, congratulations! You've mastered the art of time management.

Impressive time management! Guard against complacency; these strategies demand ongoing effort. Adapt to evolving needs, share your wisdom, and inspire a community dedicated to continual improvement in the dynamic world of time management.

If your score falls within the range of 90 to 124, you're excelling! Keep up the learning momentum, and soon you'll become a proficient master of time management!

I assume you've started in this area and are reaping rewards. Time management is a skill requiring practice and patience. Focus on the lowest-scoring aspects first—small adjustments often lead to big improvements. Tackle one thing at a time, and you'll be surprised how swiftly things change. Reassess in a few months to celebrate your growth!

If your score is less than 90, there is an opportunity for enhancement…

Your scores suggest that time management hasn't been a top priority, but that's alright! It's a skill you can learn. Invest time and effort to master it. Don't feel overwhelmed—start with a high-impact area like prioritization or email management. Seek advice from skilled individuals, experiment with new methods, and tailor strategies to your preferences. Regularly reassess your progress, celebrate growth, and choose another focus for ongoing development.

Title: Networking and Social skills

Introduction:

Networking and social skills play a crucial role in youth employability for several reasons. In today's competitive job market, technical skills and qualifications are important, but employers also value candidates who can effectively navigate social interactions and build professional relationships.

Networking expands access to job opportunities, as many positions are filled through personal connections and referrals. A strong professional network increases the likelihood of learning about unadvertised job openings.

Social skills are vital for career progression. Individuals who can communicate well, collaborate effectively, and build positive relationships are more likely to be considered for promotions. Networking also facilitates connections with mentors who can offer guidance.

Engaging with diverse individuals in social settings provides opportunities for ongoing learning. Networking events, workshops, and conferences offer chances to acquire new knowledge and skills, contributing to personal and professional growth.

Most workplaces require employees to work collaboratively. Social skills are crucial for effective teamwork, communication, and conflict resolution. Employers value individuals who contribute positively to a team environment.

For those interested in entrepreneurship, networking is essential for building connections with potential clients, partners, and investors. Social skills are critical for pitching ideas, negotiating deals, and establishing a supportive network for entrepreneurial ventures.

The activity is designed to enhance networking and social skills in an interactive way.

In this game, we will embark on a journey to make connections, know various social scenarios, and sharpen the ability to engage with others.

Learning Objectives:

The goal of the activity is to make meaningful connections with as many people as possible by practicing effective networking and social skills.

Lesson plan

Duration	***Type of activity***	***Materials needed***
30 min	Practical part	Paper, Pens
30 min	Discussion	None
30 min	Debriefing	None

Theoretical and Contextual Background:

Networking

Networking can be described as the art and skill of cultivating and nurturing connections with individuals, both within personal and professional spheres, to foster mutual growth and

development. It involves the effort to build relationships, create a web of contacts, and engage in meaningful interactions that go beyond mere transactions.

Regarding personal development, networking becomes a means of enriching one's life with diverse perspectives, experiences, and support systems. On a professional level, it is a dynamic process of establishing and maintaining connections that contribute to career advancement, knowledge exchange, and collaborative opportunities.

Successful networking requires genuine communication, active listening, and a commitment to reciprocity, creating a tapestry of relationships that can positively impact various facets of one's life journey.

Social skills

In the human interaction, the ability to live in social situations is a skill set of immeasurable value. Social skills encompass a spectrum of aptitudes that enable individuals to communicate effectively, build relationships, and navigate social dynamics. Social skills are the threads that weave the fabric of human connection, fostering understanding, empathy, and cooperation. In a world that is increasingly interconnected, understanding social skills has become essential for personal and professional achievement. Whether in the workplace, within communities, those who deal in social intelligence are often better equipped to adapt, collaborate, and thrive in various environments. Manage social skills means to understand the correct use of effective communication, active listening, non-verbal cues, and the art of building rapport. From deciphering social cues to expressing oneself authentically, the pursuit of social proficiency is a continual process of self-discovery and refinement.

Activities for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

Duration: 1.30 h

Materials needed:

Index cards or small pieces of paper
Writing utensils

Activity description in steps:

- **Create Character Cards:**
  - Each participant creates a character for themselves. This could be a fictional character or an exaggerated version of their own personality.
  - Write down a few key characteristics or traits of the character on the index card.
- **Networking Scenarios:**
  - Create a list of networking scenarios or social situations on separate cards. These could include events like job fairs, networking mixers, or casual gatherings.
- **Role-Playing:**
  - Participants draw a networking scenario card and assume the role of their character in that specific situation.
  - Engage in conversations with other participants (who are also playing characters) as if you were at the designated event.
- **Challenge Cards:**
  - Introduce challenge cards that participants can draw during the game. These cards may include obstacles or specific communication challenges that they need to overcome.

Language Barriers:

Foreign Languages: In multicultural environments, people may speak different languages, leading to misunderstandings.

Cultural Differences:
Non-Verbal Communication: Different cultures interpret gestures, facial expressions, and body language differently.

Lack of Clarity:
Ambiguity: Unclear messages or ambiguous language can lead to confusion.

Poor Listening Skills:
Selective Listening: Focusing only on certain aspects of a message and ignoring the rest.
Interrupting: Speaking before fully understanding the speaker's message.

- **Feedback Session:**
  - After each round, have a feedback session where participants can discuss what went well and what could be improved.
  - Encourage constructive feedback and suggestions for improvement.
- **Rotate Characters:**
  - Switch character cards after each round to encourage adaptability in different social situations.
- **Evaluation:**
  - At the end of the game, have an evaluation session where it's possible to reflect on the experiences of the group and share objectives point of view.
  - Discuss key takeaways and strategies for improving networking and social skills.

Challenges and tips for implementation in different classrooms contexts/settings:

If it's not possible offline, the "Connection Quest" game can be adapted for an online environment, making it accessible and engaging for participants in virtual settings.

Tips:

Virtual Networking Platforms:

Explore virtual networking platforms or video conferencing tools that allow participants to interact in real-time.

Some examples can be Skype, Teams, Zoom, Google Meet.

Digital Character Cards:

Create digital character cards that participants can easily share on the screen or through the online platform.

Virtual Scenarios:

Develop virtual scenarios that participants can navigate using breakout rooms, discussion forums, or online collaboration tools.

Online Challenge Cards:

Use digital tools to present challenge cards, and encourage participants to adapt to online communication challenges.

Chat Features:

Leverage chat features within the platform for participants to communicate privately or share thoughts during the game.

Video-Based Role-Playing:

Encourage participants to turn on their video cameras for a more immersive role-playing experience.

Online Debriefing Sessions:

Conduct debriefing sessions using video conferencing to discuss experiences, insights, and lessons learned.

Digital Feedback Forms:

Implement digital feedback forms or surveys for participants to provide feedback on their experiences.

Online Resources:

Share online resources related to networking and social skills for participants to explore further.

Supporting materials and bibliography

Networking Skills:

How to Network: 18 Easy Networking Tips You Can Use Today

- Indeed provides practical tips on networking, from setting goals to following up.

LinkedIn Learning - Networking Foundations

- LinkedIn Learning offers courses on networking, covering basics to advanced strategies.

The Art of Networking: 7 Tips for Shy People

- Forbes shares tips on networking, especially for individuals who may be more introverted.

Social Skills:

TED Talks - 10 Ways to Have a Better Conversation

- This TED Talk by Celeste Headlee provides valuable insights into improving conversation skills.

Coursera - Social Skills: Communicate Effectively with Anyone

- Coursera provides a course on social skills, covering effective communication strategies.

Self-assessment activity:

At the end of the game, have a debriefing session where participants reflect on their experiences and share insights gained from the activity.

Discuss key takeaways and strategies for improving networking and social skills.

Title: Facilitation Skills

Introduction:

In this lesson, we will explore the facilitation skills of tutors in the context of adult and non-formal learning that assist in the effective delivery of trainings.

Facilitation skills refer to the set of abilities, strategies, and techniques that educators use to guide and support learners in acquiring new knowledge, skills, and competencies. These skills are essential for creating a dynamic and effective learning environment that caters to the unique needs and characteristics of learners.

In the framework of our Employability Skills Guide we will focus on three main elements of Facilitation Skills:

- Adult and Non-Formal Learning Principles
- Facilitation Techniques
- Inclusive Facilitation

Learning Objectives:

- Understand the importance of facilitation skills for the effective delivery of training.
- Understand and respect the unique characteristics of adult and young learners as well as the importance of accommodating various learning styles.
- Foster and promote an inclusive environment.
- Being able to employ effective teaching techniques.

Lesson plan

Duration	***Type of activity***	***Materials needed***
20 minutes	Theoretical Part	PC and Projector for slides
20 minutes	Understanding Adult and Non-Formal Learning Principles	Handouts (Assessment Questionnaire & Case study) & pens
20 minutes	Creating an Inclusive Learning Environment	Character Cards / Handouts (scenarios) & pens
20 minutes	Effective Facilitation Techniques	Cartons in different colours (blue, yellow, black, red, green, white)
10 minutes	Reflection and Discussion, Self-assessment	Pens, papers

Theoretical and Contextual Background:

Facilitation skills for trainers and tutors encompass the capacity to create a learner-centred environment where learners are actively engaged in the learning process. These skills involve understanding and applying adult and non-formal learning principles, employing effective teaching techniques, and promoting inclusivity to enhance the learning experience for a diverse group of learners.

Adult and Non-Formal Learning Principles:

Facilitators must understand and apply principles of adult and non-formal learning, including:

- Self-directed Learning: Give space for self-motivation and enable learners to take responsibility for their own learning in non-formal learning settings, while at the same time providing support and guidance when needed.
- Relevance: Ensure that the content is relevant to the learners' goals and real-world applications.
- Experiential Learning: Encourage active participation, problem-solving, and practical application of knowledge.
- Respect for Prior Experience: Acknowledge and build upon the life experiences and existing knowledge of learners. Bring real-life scenarios/ case studies that are applicable and relevant to their lives and experiences.
- Flexibility: Be adaptable in teaching methods and pace to accommodate diverse learning styles.
- Simple-to-complex principle: Before starting with complex information, the trainer has to make sure the learners possess the needed basic knowledge on the topic. If this is not the case, this basic knowledge should be first conveyed to the learners.
- Motivation: Motivation is one of the prerequisites for successful learning experience. This concerns both the motivation of the learners and that of the trainers.
- Feedback: Both the learners and the trainer have to receive feedback regularly. Constructive feedback encourages dialogue between the participants and help understand the subject matter better.

Inclusive Facilitation:

Inclusivity is paramount for trainers and facilitators. This involves:

- Cultural Competence: Being aware of and respecting diverse cultural backgrounds and experiences.
- Accessibility: Ensuring that learning materials and activities are accessible to all, regardless of the level of their ability or health condition.
- Diverse Learning Styles: Tailoring the facilitation approach to accommodate different learning preferences.
- Safe Space Creation: Establishing a non-judgmental and open environment where all participants feel comfortable sharing their thoughts and experiences.

Facilitation Techniques:

Effective facilitators employ various techniques to engage learners and create an interactive, collaborative learning environment. Key techniques include:

- Questioning: Asking open-ended questions to stimulate critical thinking and discussions.
- Active Listening: Paying attention to learners' feedback, concerns, and ideas.
- Group Dynamics Management: Fostering a safe and inclusive atmosphere for sharing and learning.
- Conflict Resolution: Addressing conflicts within the group constructively.

- Time Management: Efficiently managing time to cover content while allowing for meaningful discussions and activities.
- Use of Technology: Leveraging educational technology for engagement and resources.

Hands-on Activities:

Understanding Adult and Non-Formal Learning Principles – Activity (20 min.):

1. Personal Learning Styles Assessment:

Ask participants to take a personal learning styles assessment to better understand their own learning preferences. After completing the assessment, facilitate a discussion where tutors share their results and reflect on how their learning style influences their teaching approach.

and,

2. Case Study Analysis:

Provide a case study that involves a learner scenario. Ask tutors to analyse the case in small groups or in pairs. Encourage tutors to discuss how the principles of adult and non-formal learning, such as experiential learning and relevance, are or are not applied in the case.

Creating an Inclusive Learning Environment – Activity (20 min.):

1. Privilege Walk (suitable for face-to-face session)

Provide tutors with character cards that represent persons coming from vulnerable and non-vulnerable groups (e.g., young migrant, single parent, young male college graduate, person from poor household, etc.). Have participants stand in a line. Read a series of statements about privilege, and for each statement, they take a step forward if it applies to them and a step back if it doesn't. After the activity, discuss the impact of privilege and how it can affect young and adult learners. Encourage tutors to reflect on how privilege can shape educational experiences.

or,

2. Diversity and Inclusion Scenarios:

Present scenarios related to diversity and inclusion in the classroom. For each scenario, ask the participants to brainstorm strategies for addressing the situation. Share and discuss the strategies developed for each scenario and their practical applications.

Effective Facilitation Techniques – Activity (20 min.)

1. Six thinking hats:

Divide participants into groups of six persons. Give each group a relevant topic (e.g. unemployment, school dropout, etc.).

The team members can learn how to separate thinking into six clear functions and roles. Each thinking role is identified with a coloured symbolic "thinking hat." By mentally wearing and switching "hats," they can easily focus or redirect thoughts, the conversation, or the meeting. Each group member receives a colourful carton that corresponds to their role (hat) in the group:

- The Blue Hat is used to manage the thinking process. This is the hat that controls the other hats (although eventually this person may want to pass the blue hat to another person) and invites group members to change hats.
- The White Hat calls for information known or needed. "The facts, just the facts."

- The Yellow Hat symbolizes brightness and optimism. Under this hat you explore the positives and probe for value and benefit.
- The Red Hat signifies feelings, hunches and intuition. When using this hat you can express emotions and feelings and share fears, likes, dislikes, loves, and hates.
- The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.
- The Black Hat is the risk management hat. It brings up the difficulties or pitfalls of any proposal.

Activities for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

- Duration: 1.30 h
- Materials needed: PC and Projector, Handouts, Pens, Flipchart, Character Cards, Colourful cartons
- Activity description in steps:

1. Theoretical Part (20 min) – PowerPoint presentation
2. Understanding Adult and Non-Formal Learning Principles – Activity (20 min)
    a. Personal Learning Styles Assessment Questionnaire
        i. And,
    b. Case Study for young adult
3. Creating an Inclusive Learning Environment - Activity (20 min)

- Privilege walk - Character Card for each participant
    i. Or,
- 3 scenarios for adult learning sessions

4. Effective Facilitation techniques – Activity (20 min)

- Six thinking hats – colourful cartons for each participant

5. Reflection & Discussion, Self-Assessment (10 min) – closure of lesson session.

Challenges and tips for implementation in different classrooms contexts/settings:

- Ensure that activities are engaging.
- Ensure participants that activities are voluntary and they can revoke their participation at any moment.
- Address sensitive topics with sensitivity and empathy. Be aware of learners' backgrounds and experiences and create a safe and respectful learning environment.
- Make sure that there is a wholesome atmosphere for learning that makes people welcome and interested. Provide icebreakers and/or breaks between lessons or sessions.
- Provide opportunities for sharing among learners during class.

Supporting materials and bibliography:

- Bens, I. (2017). Facilitating with Ease!: core skills for facilitators, team leaders and members, managers, consultants, and trainers. John Wiley & Sons.
- Devlin, K. (2017). Facilitation skills training. Association for Talent Development.
- Landreman, L. M. (Ed.). (2023). The art of effective facilitation: Reflections from social justice educators. Taylor & Francis.
- Tennant, M. (2019). Psychology and adult learning: The role of theory in informing practice.

- https://www.europarc.org/communication-skills/pdf/Facilitation%20techniques.pdf
- https://www.debonogroup.com/services/core-programs/six-thinking-hats/

Self-assessment activity:

Ask participants to write up on a paper what they think they have gained from the lesson session and what was the most impressive moment of the session. A short sharing and reflection of their experience follows in order to wrap up the meeting.

Title: Learning styles and differentiated instruction

Introduction:

Learning Styles and Differentiated Instruction - is designed to cater to the diverse learning preferences and capabilities of the individuals within the employability education sphere. By recognizing and accommodating various learning styles such as visual, auditory, and read/write, this feature tailors educational approaches to optimize comprehension and retention.

Furthermore, through differentiated instruction, the initiative ensures that teaching methods, content, and assessments are adapted to suit the readiness, abilities, and interests of each learner. Ultimately, by embracing these strategies, educators can create a more inclusive and effective learning environment, fostering enhanced personal development and better equipping individuals for successful integration into the European labor market.

Learning Objectives:

The objective of this lesson plan is to enable learners to craft compelling resumes and cover letters that showcase their skills, experiences, and suitability for desired job positions. Thus, the learning objectives of this lesson plan are:

- To teach them create and write a cv and a cover letter
- To accommodate diverse learning styles
- To tailor instruction to individual needs by taking account various learning styles
- Foster inclusive learning environments

Lesson plan

Duration	***Type of activity***	***Materials needed***
20 mins	Theoretical part	Computer, projector
40 mins	Hands-on Activities	Templates & Samples of resumes and cover letters. Links: https://create.microsoft.com/en-us/templates/resumes https://www.canva.com/templates/resumes/ https://www.indeed.com/career-advice/cover-letter-samples
20 mins	Conclusion & Reflection	
10 mins	Evaluation	

Theoretical and Contextual Background:

Theoretical part. The trainer will give a brief overview of the importance of resumes and cover letters in the job application process through different learning styles and differentiated instruction (10 minutes). Students will adapt their resume and cover letter presentation styles to align with their preferred learning modalities (e.g., visual aids, verbal explanations) to enhance understanding and engagement for themselves and their peers (10 minutes).

Hands-on activities. In the beginning the trainer will show sample resumes to illustrate effective formatting and content by providing resume templates and guide students in creating their resumes. Encourage them to incorporate their skills, experiences, and achievements relevant to their desired jobs. Lastly, distribute cover letter templates and guide students in drafting their cover letters for hypothetical job applications. Educators will provide personalized guidance and support to learners, considering their unique learning styles, strengths, and weaknesses, ensuring effective comprehension and application of resume and cover letter concepts. Through differentiated instruction, educators will promote an inclusive classroom atmosphere where all students, regardless of their learning styles, feel supported and empowered to confidently present their resumes and cover letters, enhancing their employability skills (40 minutes).

Conclusion & Reflection, and Evaluation. At the end, as an evaluation, the trainer will pair students to review and provide constructive feedback on each other's resumes. Emphasize the importance of clarity, relevance, and professionalism (10 minutes). Also, conclusions by each student to present their resumes and cover letters to the class, highlighting key elements and strategies they used. Summarize key takeaways from the lesson. Encourage students to reflect on what they've learned and how they can apply this knowledge in their job search. (10 minutes).

Activities for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

- Duration: 1.30 h
- Materials needed: Computer, projector, templates for resumes and cover letters, samples of well-crafted resumes and cover letters.
- Activity description in steps:

Visual Learners:
- Provide visually appealing templates that clearly outline the sections of a resume.
- Use infographics or diagrams to demonstrate the proper structure of a resume, showcasing key areas such as contact information, skills, education, and work experience.
- Use color-coded examples to showcase the structure of a cover letter, distinguishing between the introduction, body, and conclusion.
- Utilize flowcharts or visual aids to illustrate the logical flow of a cover letter, from addressing the recipient to expressing gratitude.

Auditory Learners
- Conduct a guided discussion about the content and key elements of a resume, allowing students to actively participate and share insights.
- Provide audio recordings or podcasts where professionals explain their resume-writing experiences and offer tips for effective resume creation.
- Organize group discussions or debates regarding the impact of different styles of cover letters on potential employers, encouraging active listening and critical thinking.
- Create a recorded session where students role-play cover letter conversations, allowing auditory learners to engage with the material in a conversational format.

Kinesthetic Learners

- Facilitate a hands-on activity where students physically arrange resume components (e.g., skills, experiences) on a board or table, promoting tactile interaction and understanding of resume organization.
- Encourage students to create a physical mock-up of a resume using cutouts and movable sections, enabling a kinesthetic approach to understanding resume layout.
- Organize a role-playing exercise where students act out the process of writing a cover letter, physically moving through the steps of drafting, revising, and finalizing the letter.
- Incorporate interactive technology tools that allow students to digitally assemble and edit their cover letters, providing a hands-on, tech-based approach.

By incorporating these strategies that align with various learning styles, we ensure that all students can engage with the material effectively and enhance their resume and cover letter writing skills in a way that suits their individual learning preferences.

Challenges and tips for implementation in different classrooms contexts/settings:

Adapting to diverse classroom contexts can present challenges, such as limited access to technology for digital learning, and varying levels of prior knowledge among students.

To mitigate these challenges, educators can prioritize flexible instructional methods, leverage available resources creatively, encourage peer-to-peer support for knowledge sharing, and integrate real-world examples to enhance comprehension and engagement across different classroom contexts.

Supporting materials and bibliography:

- VARK Questionnaire: An online tool to help individuals identify their preferred learning styles.
- Learning Styles Online: Provides an overview of different learning styles and tips to enhance learning based on these styles.
- Edutopia - Resources and Downloads for Differentiated Instruction: Provides articles, videos, and resources on differentiated instruction strategies and best practices.
- Evelyn Learning: Tips for Creating Effective Assesments
- The Cult Pedagogy Podcast
- Honey, P., & Mumford, A. (1986). The Manual of Learning Styles. P Honey.
- Fleming, N. D. (2006). Teaching and Learning Styles: VARK Strategies. Neil D. Fleming.
- Tomlinson, C. A. (2017). How to Differentiate Instruction in Academically Diverse Classrooms. ASCD.
- Gregory, G. H., & Chapman, C. (2013). Differentiated Instructional Strategies: One Size Doesn't Fit All. Corwin.
- Wiggins, G., & McTighe, J. (2005). Understanding by Design. ASCD.
- Brookhart, S. M. (2018). How to Assess Higher-Order Thinking Skills in Your Classroom. ASCD.

Self-assessment activity:

The trainers can conduct an activity to help learners recognize/ identify differentiate theirs styles. by caring out the following steps, to help learners identify and understand their preferred learning styles and how they can tailor their study strategies accordingly. The trainers can conduct an activity to help learners differentiate theirs styles

Firstly, you need to identify your learning style: Reflect on your past learning experiences and consider whether you learn best through visual, auditory, or kinesthetic methods. Choose the one that resonates with you the most.

Visual Learners: List specific strategies or study techniques that align with the visual learning style. For instance, creating mind maps, using color-coded notes, or utilizing diagrams for better comprehension.

Auditory Learners: Enumerate study strategies that suit auditory learners, such as engaging in group discussions, listening to educational podcasts, or explaining concepts to a study partner.

Kinetic students: outline study approaches such as interactive activities, role-playing or physical organisation of study material.

Reflect on a recent learning experience (e.g. a lesson or study) and describe how you can modify your approach based on the learning style you have identified. How could you apply your preferred study techniques to enhance comprehension and retention?

Based on your identified learning style and the applicable strategies, develop a brief plan outlining how you'll incorporate these techniques into your future study sessions or classroom activities.

Regularly assess your learning experiences, noting what worked well and what didn't. Adjust your strategies accordingly, experimenting with different techniques to optimize your learning process.

Title: Assessment and feedback

Introduction:

The assessment and feedback lesson plan is designed to equip learners with essential skills for self-assessment, constructive feedback, and formative assessment. The primary focus is on empowering learners to take an active role in their learning journey by setting goals, and to delve into the specifics of self-evaluation, improving their ability to critically reflect on their own work.

There are different strategies for assessment for learning that a trainer can use in a classroom. Assessment for Learning (AfL) is a process of collecting information about learner's knowledge, skills and understanding to inform teaching. It can be used as an ongoing part of the curriculum or take place at key stages. Professor David Coleman who wrote his seminal book Assessment For Learning: A Framework for Understanding published in 1995, defined AfL as follows "Assessment for learning is any activity which seeks to gather evidence on how well learners have mastered specific aspects of subject matter".

Learning Objectives:

In this lesson plan focusing on Assessment and Feedback, learners will acquire the basic skills of self-assessment, gaining insight into their learning progress and fostering a proactive approach to achieving their goals. In addition, they will develop the skill of giving and receiving constructive feedback, fostering a collaborative and growth-oriented learning environment. Thus, the learning objectives of this lesson plan will help learners to:

- learn how to evaluate their own work and identify strengths.
- offer and receive feedback, enhancing their communication.
- Introduce diverse formative assessment methods, empowering them to engage in ongoing self-assessment.

Lesson plan

Duration	***Type of activity***	***Materials needed***
20 mins	Theoretical part	Computer, projector
40 mins	Hands-on Activities	
20 mins	Conclusion & Reflection	
10 mins	Evaluation	

Theoretical and Contextual Background:

Theoretical part (20 minutes): The trainer can start with a theoretical analysis of the principles underlying assessment for learning. Discuss concepts such as metacognition, emphasizing the importance of self-assessment and feedback. Provide information on constructive feedback ands its role in facilitating a collaborative learning environment. Refer to fundamental works in educational psychology, such as Professor David Coleman's ''Assessment for Learning: A Framework for Understanding''. Trainer can use the below questions for assessment for learning in circular form:

Where the learner is now? -> Where is the learner going? -> How to get there?

Hands-on activities (40 minutes): Involve learners in a practical activity focusing on self-evaluation and constructive feedback. Below we are providing some sample tasks or projects related to the lesson plan. In pairs or small groups, learners evaluate their own work using pre-defined criteria, identifying strengths and areas for improvement. Then, they can exchange feedback with their peers, emphasising constructive and concrete comments. Encourage discussions about how the feedback they receive can contribute to their learning goals.

Conclusion & Reflection, and Evaluation (30 minutes): Conclude the hands-on activities with a class discussion. Ask learners to reflect on the challenges and lessons gained during the self-evaluation and feedback process. Facilitate a discussion about the importance of continuous assessment in the learning journey. Encourage learners to share strategies they developed for setting realistic goals and embedding constructive feedback into their work (20 minutes). Complete the training with a short evaluation by asking learners to provide feedback on the effectiveness of the activities and the relevance of the theoretical concepts discussed. Trainers can use that feedback to guide future lessons to better meet the needs of the learners. This evaluation process functions both as a formative assessment for the learners and as a reflective tool for the tutor in improving teaching methods for the lesson plan (10 minutes).

Activities for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

- Duration: 1.30 h
- Materials needed: Computer, projector
- Activity description in steps:

Below we are providing 2 hands-on activities for trainers to use which aim to immerse learners in practical exercises that directly apply the theoretical concepts promoting a dynamic and engaging learning experience.

Creating a learning portfolio (20 minutes)

- Objective: Develops self-assessment and goal setting
- Instructions: Ask each learner to create a learning portfolio that shows their understanding of recent topics in the lesson. The portfolio may include learner's reflections, summaries, or visual representations. Empower them to set specific goals for improvement. You can read the guide below and adjust accordingly the activity. https://whatworkswellbeing.org/wp-content/uploads/2021/04/Guide-to-synthesising-case-studies-2021-FINAL-1.pdf
- Peer evaluation: Upon completion, learners exchange portfolios and provide constructive feedback to their peers. Highlight the importance of specific and practicable feedback that aligns with learning objectives.

Feedback Forum: Collaborative Case Analysis (20 minutes)

- Objective: Strengthen the ability to give and receive constructive feedback.
- Instructions: Provide a synthesized case study that relates to the lesson plan, ensuring that it incorporates multiple perspectives and possible interpretations. In small groups, learners collaboratively analyse the case study and formulate their conclusions. Each group then presents their conclusions to the class.
- Peer evaluation: After each presentation, moderate a structured feedback session where other groups provide constructive feedback. Encourage learners to point out both strengths and areas for improvement of the analysis presented. This activity not only improves analytical skills but also fosters a culture of supportive feedback.

Challenges and tips for implementation in different classrooms contexts/settings:

The implementation of the lesson plan assessment and feedback may face challenges based on the different contexts and settings of the classrooms. One challenge is the diversity in learners' prior experiences with self-assessment and constructive feedback, which can lead to different levels of involvement. To address this issue, trainers should consider incorporating introductory activities that assess learner's existing knowledge and skills in these areas, allowing for customized adaptations to the lesson plan. In such cases, tutors should prioritize key activities and consider splitting the lesson plan into multiple sessions, ensuring that key elements are covered without overloading students.

In addition, the effectiveness of the lesson plan may depend on the culture of the classroom and the openness of students to giving and receiving feedback. Fostering an environment of support and respect is vital. Trainers should proactively address potential resistance to feedback by emphasizing its constructive nature and its role in personal and collective development. Flexibility is key and tutors should be prepared to adapt their lesson plan to the unique dynamics of their classroom, promoting an inclusive learning environment that is conducive to all students.

Supporting materials and bibliography:

- Coleman, D. (1995). Assessment For Learning: A Framework for Understanding.
- What every teacher needs to know about assessment https://www.youtube.com/watch?v=waRX-IOR5vE
- Dylan William: What do we Mean by Assessment for Learning? https://www.youtube.com/watch?v=q-myBw36_DA
- Strategies For Assessment For Learning: article

Self-assessment activity:

To enhance the self-assesment skills presented in the lesson plan, learners will keep a **reflective learning diary** throughout the lesson. In this ongoing activity, learners regularly record their thoughts, ideas and reflections on the learning process.

They can structure their entries around key prompts such as personal goals, challenges they faced and strategies they implemented for improvement. This activity not only encourages self-assessment but also serves as a tangible record of their evolving understanding and skills.

To facilitate effective seld-assesment, trainers can periodicaly review the learning diary during individual sessions or group discussions. This not only provides an opportunity for personalised feedback, but also enhances their sense of ownership and responsibility for their learning journey.

Title: Technology Integration

Introduction:

Nowadays, there are quite few professions that do not require at least a basic level of digital competences. The importance of effective integration of modern technologies in all spheres of life is emphasized by the fact that the European Commission announced 2020-2030 to be a Digital Decade and adopted a series of strategic documents aimed to streamline the provision of digital skills in education and training: Digital Education Action Plan 2021-2027, Digital Compass, Digital Decade policy programme 2030, and others.

Digital technologies can be used not only to perform everyday tasks at work, but also significantly simplify career-related tasks: choosing an educational or professional path, carrying out a job search, improving professional and transversal skills, etc. Therefore, it is of great importance that teachers, trainers, coaches and other specialists working with young people are aware of the range of digital tools that young people can apply to enhance their employability, and know how to use them in practice.

This task aims to introduce the participants to modern tools (online learning platforms, ChatGPT, gamification tools) that could be used by young people for various career-related purposes: choosing a future career, researching a variety of training options, composing and improving CVs and motivation letters, improving profession-related skills, etc.

Learning Objectives:

The objective of this task is to introduce the participants to the set of digital tools that can be used to enhance the employability of young people and to showcase the variety of purposes they can be used for. By participating in the suggested activities, the learners will:

- get acquainted with a number of online learning platforms that can be used to enhance the employability of young people, and their functionalities,
- find out how AI tools (by the example of ChatGPT) can be used for career-related purposes;
- understand what gamification tools can help young people improve their employability skills.

Lesson plan

Duration	***Type of activity***	***Materials needed***
10 min	Theoretical part – General Overview	Laptop, projection device, screen
10 min	Theoretical part – ChatGPT	Laptop, projection device, screen
20 min	Hands-on Activity	Laptops/tablets for participants
15 min	Theoretical Part – Online Learning Platforms	Laptop, projection device, screen
15 min	Hands-on Activity	Laptops/tablets for participants

5 min	Theoretical Part – Gamification tools	Laptop, projection device, screen
15 min	Hands-on Activity	Laptops/tablets for participants

Theoretical and Contextual Background:

The modern world is characterized by rapid digital transformation; occupation profiles are changing constantly and are more and more dependent on integration of technology and digital skills of employees. The knowledge and ability to effectively use digital tools is indispensable to staying competitive in the world of work, in general, and successfully fulfilling own work duties, in particular.

One of the most powerful tools that has been increasingly used in various fields of activity (both economy and education) is AI, or artificial intelligence. Artificial intelligence is the simulation of human intelligence performed by software. Nowadays AI is used for various purposes: advanced web search, recommendation systems (e.g., by YouTube or Netflix), recognition of human speech (e.g., Siri or Alexa), generative tools (e.g., ChatGPT), and others.

ChatGPT by OpenAI represents one of the most widely used AI tools nowadays. It is a chatbot that recreates human-like conversations based on natural language processing. Based on a specific request called a "prompt", ChatGPT can create various types of high-quality texts such as letters, CVs, essays, articles and so on. However, the quality and relevance of the generated text largely depends on the prompt entered. Here are some tips how to formulate prompts to make the most of ChatGPT:

1. Provide context

   To help the tool produce the most relevant results, provide some context: the purpose of your work, background information, intended target groups/users of the final product, etc.

2. Set the task clearly

   Clearly describe the task or topic that ChatGPT has to address.

3. Assign ChatGPT a role or identity

   You can ask ChatGPT to produce a text from a perspective of a specific person (e.g., a famous journalist, public speaker, celebrity) or a specific profession.

4. Specify the output

   Set specific requirements to the output such as length, style, structure, and so on.

5. Add constraints

   If needed, you can also include rules and constrains alongside with specifications. These might include the sources to be used, words to be included or, on the contrary, avoided, and others.

6. Provide examples

   To make the contents more to the point, you can provide examples of the writing style, content, structure, etc.

7. Refine prompts

   Using ChatGPT is an iterative process: you can always elaborate your original prompt or reformulate it to get better results.

ChatGPT can be used for a variety of career-related purposes – starting from exploring various career paths as suggested in the practical activity described in the given lesson plan.

Apart from using AI tools, young people may enhance their employability skills by taking courses offered on online platforms such as Coursera or LinkedIn Learning. Although the majority of contents is fee-based, some materials are available free of charge. The LinkedIn Learning platform may become especially useful since it is related specifically to the platform that should help users find employment (LinkedIn Learning offers a 1-month-trial free of charge). Within this lesson plan, the learners are invited to explore the career-related contents on LinkedIn Learning that may help them improve their employability skills, for example:

- A Career Strategist's Guide to Getting a Job
- Writing a successful resume
- Find a Job in the Hidden Job Market
- ChatGPT Prompts for Jobseekers

Note: to access the courses on LinkedIn Learning, one should have an account on LinkedIn itself, which is a great opportunity for young people to start developing own profile and building professional networks.

Finally, since young people spend a substantial part of their time in the virtual world using various interactive tools, it is advised to use modern gamification tools to increase their engagement in suggested activities and ensure positive learning outcomes. Here are some platforms and tools that are worth looking into:

- S4EG serious games for raising employment skills. The platform offers 6 serious games aimed at developing various competences: communication skills, creativity, colloaboration and team work, emotional intelligence and others.
- The Gamification of Employment II offers gamified methods for the inclusion and labour promotion of young people with fewer opportunities.
- Habitica App is a habit-building and productivity tool that helps with sticking to routines and meeting obligations on time.
- GoodHabitz offers interactive learning solutions to companies (the platform is fee-based. It offers courses on such topics as wellbeing, positive communication, team building, innovative problem-solving and others.

Activities for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

1. ***Finding your dream job using ChatGPT***

- Duration: 20 min
- Materials needed: Laptop or tablet
- Activity description in steps: Within 20 minutes, the participants are to identify their "dream" job based on their interests, talents and passions. Specifically, they have to identify their interests (for example, woodworking) and, using ChatGPT, they have to research the following information:

- what professions they can take up based on their interests and hobbies;
- what qualifications and competences they need to exercise a specific profession (for example, a carpenter);
- where (in which) educational institutions they can obtain needed qualifications. Here, the country of residence should be specified in order to get most relevant results.

By carrying out this exercise, the participants will get acquainted with the various functions and purposes of ChatGPT and will learn how to use it for exploring various career paths.

2. ***Exploring the functionalities of LinkedIn Learning***

- Duration: 20 min
- Materials needed: Laptop or tablet
- Activity description in steps: To carry out this task, the participants have to create an account on LinkedIn in advance. The goal of this task is to encourage the participants to explore the functionalities of the LinkedIn Learning Platform and to identify online courses that might be useful for developing their employability skills. The participants are invited to search for the courses on the following topics:

- writing a resume/developing a CV;
- job search;
- job interview;

Having found a suitable course, they have to take some time to explore it (the structure, the topics addressed, contents etc.), identify its advantages and disadvantages, how it might enhance their employability and career-related skills, etc.

Note: the use of the LinkedIn Learning platform is normally fee-based. However, some courses are available free of charge, and there is also an option for one-month free trial period, which should be enough to complete a course.

3. ***Exploring gamification tools***

- Duration: 20 min
- Materials needed: Laptop or tablet
- Activity description in steps: Having gotten acquainted with various gamification tools during the presentation, the participants have to pick one gamification tool and try it out in practice. The goal of this task is to estimate how useful a specific tool is for developing employability skills and how it can be used in practice (as part of training or coaching/counselling session).

Challenges and tips for implementation in different classrooms contexts/settings:

To take full advantage of the training session's contents, the participants have to possess basic digital skills.

The trainer should provide the participants with clear instructions on how to formulate prompts/requests for ChatGPT so that it produces the most relevant results.

In order to explore LinkedIn Learning in its full, the participants need an account on LinkedIn.

Before starting working with digital/online tools, the learners have to be made aware of the basic security rules in online environment (GDPR, private data protection, antivirus programmes, etc.).

Supporting materials and bibliography:

https://learning.linkedin.com/cx/get-started?src=go-pa&trk=sem-ga_campid.2030310623_asid.77302276292_crid.355109879166_kw.linkedin%20learning_d.c_tid.kwd-310582843911_n.g_mt.e_geo.9044358&mcid=6841864363146670262&cid=&gclid=CjwKCAiAu9yqBhBmEiwAHTx5p23XS5eD6mCBXNKRBuL2Rae3ssCrEs0F9OeX8UrhyicGozCpmhwdoRoCVuwQAvD_BwE&gclsrc=aw.ds

https://www.coursera.org/courseraplus/?utm_medium=sem&utm_source=gg&utm_campaign=B2C_EMEA__coursera_FTCOF_courseraplus&campaignid=13520447723&adgroupid=124369969820&device=c&keyword=coursera&matchtype=b&network=g&devicemodel=&a

dposition=&creativeid=527622276210&hide_mobile_promo&gclid=CjwKCAiAu9yqBhBmEiwAHTx5pwLX3aJB8F16A7_1lrg16SbvO3Wz1fSlYoJYlrHO0dNqD6aQpBFTHxoC684QAvD_BwE

https://openai.com/blog/chatgpt

https://www.youtube.com/watch?v=fzoZ_f7ji5Q

https://www.youtube.com/watch?v=I-waFp6rLc0

https://www.youtube.com/watch?v=uI5mQjTp1fI

https://www.youtube.com/watch?v=oxXpB9pSETo

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

https://www.youtube.com/watch?v=4JC8h4Id_5k

https://www.youtube.com/watch?v=O1_V75nK67M

https://www.youtube.com/watch?v=5uA3jrmeQsU&t=517s

Self-assessment activity: The starting point in the use of digital technology is the assessment of own level of digital proficiency, identification of existing gaps and covering those gaps to take full advantage of available digital online/tools. Therefore, it is recommended to encourage the participants to assess their own digital competences. Here, the following tools might be used:

- Europass Digital Skills Test. The test takes around 25 minutes, it is available in various languages. It is especially useful when working with young people since they can complete it as part of developing their Europass package.
- MyDigiSkills test. The test takes around 20 minutes and assesses knowledge, skills and attitudes in the five areas of the European Digital Competence Framework for Citizens (DigiComp): Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety, Problem solving.

Since the completion of the self-assessment takes some time, the participants can complete it after the training session as "home assignment" and a starting point for improving own digital skills.

Title: Self-awareness and personal branding

Introduction:

- The learners have the possibility to put in practice the SWOT Analysis for themselves

SWOT analysis is a tool that many people or organizations use as part of developing their strategies.

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. It helps individuals to think about what they should and shouldn't be doing. You can use this framework on a personal level as well to spot opportunities that you didn't know existed and to identify problems or circumstances that might have a negative effect on your career. What makes SWOT especially powerful is that, with a little thought, it can help you uncover opportunities that you would not otherwise have spotted. And by understanding your weaknesses, you can manage and eliminate threats that might otherwise hurt your ability to move forward.

The **strengths and weaknesses** are internal characteristics—ones that can be controlled and/or changed, often easily, and from the inside. The strengths outline how the entity excels and exceeds its competition. This may include forces like **location, technology, talents, skills**. An individual's **weaknesses**, on the other hand, **prevent** it from performing to its fullest potential such as a lack of resources (bad time management, low quality of work, late for interviews, etc..).

External factors include **opportunities and threats**, which may not necessarily be easy to contain. The opportunities as individual have been the favourable factors, for example, to have a good knowledge of PC can be easily used in the current labour market, because every organization need an expert in this sector. **Threats**, on the other hand, are external factors that can obstruct an individual competitive advantage. They are found within the immediate or potential environments (no jobs offer because of economic crisis, international pandemic, etc.)

Personal branding is the process of developing and managing a distinct and memorable image of oneself to create a positive perception in personal and professional contexts. It involves consciously shaping how others perceive you, your skills, values, and overall identity. Personal branding is akin to the way companies cultivate and promote their unique identity in the marketplace, but it's applied to individuals.

Self-awareness theories aim to explain and explore the nature, development, and significance of self-awareness in individuals. These theories often address questions related to how people become aware of themselves, how they perceive their own thoughts and emotions, and how this awareness influences their behavior and interactions with others.

Learning Objectives:

- Describe the importance of recognize the internal strengths and external power maximize the effects of the activities.
- Identify the key components of a SWOT analysis.
- To develop an awareness of the opportunities in the community and their own strengths.

Lesson plan

Duration	*Type of activity*	*Materials needed*
10 mins	Theoretical part	Computer, projector
70 mins	Activities	Tables, Paper, Pens
10 mins	Evaluation	None

Theoretical and Contextual Background:

SWOT is an analysis tool that is used for planning and problem solving. The acronym SWOT stands for strength, weakness, opportunities and threats. Using this tool, we can analyse and identify the positive and negative internal (strength and weakness) and external (opportunities and threats) factors relevant to a situation, decision or proposal.

The simplest method of learning the **SWOT** analysis is to use a SWOT quadrant. A box with two rows and columns is drawn and each grid is labelled as strength, weakness, opportunities and threats respectively.

Personal branding is essential for establishing a strong and positive image in personal and professional spheres. Here are some tips to help to build and enhance a personal brand:

Define Brand Identity: Clearly define who you are, your values, strengths, and what makes you unique. Identify your target audience and tailor your brand to resonate with them.

Create a Strong Online Presence: Develop a professional and consistent presence on social media platforms. Use a consistent profile picture, bio, and handle across platforms. Share content that reflects your expertise, interests, and personality.

Content Creation: Share valuable content related to your field of expertise. Start a blog, podcast, or YouTube channel to demonstrate your knowledge. Engage with your audience through comments and discussions.

Networking: Attend industry events, conferences, and networking functions. Connect with professionals in your field on LinkedIn and other platforms. Build and nurture relationships with mentors, peers, and potential collaborators.

Showcase Your Skills: Share examples of your work, projects, and accomplishments. Request and showcase recommendations or endorsements on professional platforms.

Continuous Learning: Stay updated on trends and advancements related to your job field. Demonstrate a commitment to learning and professional development.

Authenticity: Be genuine and authentic in your interactions. Share personal stories and experiences that align with your brand.

Monitor and Adjust: Regularly assess your personal brand's effectiveness. Adjust your strategies based on feedback and changing goals.

Professional Development: Invest in your skills and education to stay competitive. Obtain certifications or degrees relevant to your field.

Engage in Thought Leadership: Share your opinions and insights on industry-related topics. Participate in discussions and contribute to relevant forums.

It is important to remember that personal branding is an ongoing process, and adapting to changes is crucial for maintaining a strong and relevant presence. It' mandatory to regularly assess goals and adjust strategies accordingly.

Concerning **Self-Awarness theories**, here we present "The Johari Window":

This is a psychological tool and model used to enhance self-awareness and facilitate communication and understanding between individuals. The model was developed by psychologists Joseph Luft and Harry Ingham in 1955, combining their first names to create the term "Johari."

The Johari Window consists of four quadrants, each representing a different aspect of an individual's self-awareness. These quadrants are based on two key dimensions: what is known to the individual and what is known to others. The model is typically represented as a window divided into these four areas:

1. **Open (Arena):**
    - The Open quadrant represents aspects of oneself that are known to both the individual and others. This includes behaviors, feelings, thoughts, and information that are shared openly, fostering transparent communication and understanding.
2. **Hidden (Facade):**
    - The Hidden quadrant includes aspects of oneself that the individual is aware of but chooses not to disclose to others. This may involve personal thoughts, feelings, or experiences that the individual keeps private. It represents information that can be shared to deepen understanding and build trust if disclosed.
3. **Blind Spot:**
    - The Blind Spot quadrant contains aspects of oneself that others see but of which the individual is unaware. This might include certain behaviors, habits, or traits that are evident to others but not recognized by the person themselves. Feedback from others is essential in reducing the blind spot and increasing self-awareness.
4. **Unknown:**
    - The Unknown quadrant represents aspects that are neither known to the individual nor to others. These could be undiscovered talents, potential, or aspects of the self that haven't yet been explored or recognized. As individuals grow and learn more about themselves, the Unknown quadrant may decrease.

The goal of the Johari Window is to increase the size of the Open quadrant by expanding self-disclosure and mutual understanding. This process involves feedback, open communication, and a willingness to share and receive information. As individuals and groups engage in self-disclosure and provide constructive feedback, the model can be a powerful tool for personal development, team building, and enhancing interpersonal relationships.

Activities for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

- Training Method used: Brainstorming and Auto Reflection
- Materials/Equipment Required for face-to-face implementation: computer, projector, and sticky notes.

It is important to start with a reflection of what strengths, opportunity, weakness and threat are. (**10 minutes**)

The trainers can divide the participants in 4 groups (**30 minutes**)

-Group 1 has to identify strengths: What is strength for you? What your personal strengths?

-Group 2 has to identify weakness: What are weaknesses for you? What your personal weakness?

-Gorup 3 has To identify opportunities: What are opportunities for you? What your personal opportunities?

-Group 4 To identify threat: What is threat for you? What your personal threat?

Each group can write on a post it the answer, and then stick it to the board representing the Swot Matrix.

After the group's discussion, the trainer encourage each group to present their findings to the rest of the groups. (**20 minutes**)

After the discussion the facilitator introduce the SWOT METHODOLOGY and gives the correct definitions (of strengths, opportunities, weakness, threats). **(10 minutes)**

The trainer can continue the brainstorming with the following question:

Considering the strengths, opportunities, weakness and threats you found, why do you think you need to do a SWOT Analysis? What goal do you want achieve? (**15 minutes**)

To encourage the discussion the trainer can ask people to tell him what comes to mind as quickly as possible without censoring it.

He can ask one or two note makers to write all the ideas where everyone can see them.

Challenges and tips for implementation in different classrooms contexts/settings:

It is possible to implement this activity online.

For the online implementation the trainer has to be sure to have all the digital resources and tools.

Indeed, the facilitators can collect the reflections and the answers of the participants with online tools such as MENTIMETER, GOOGLE JAMBOARD, PADLET.

During the group's discussion, the participants can be allocated in four virtual breakout rooms for working in group.

At the end of the group's discussion, the trainer brings all participants back together to the main room.

The trainer invites the class to share their opinions and reflections, or can create a forum to discuss on the online tools.

They can use the chat facility or a virtual whiteboard if they want to write down and share notes in real time.

Supporting materials and bibliography:

- https://www.youtube.com/watch?v=JXXHqM6RzZQ
- SWOT Analysis - What is SWOT? Definition, Examples and How to Do a SWOT Analysis https://www.youtube.com/watch?v=JXXHqM6RzZQ
- On Strategy – Internal and external analysis https://onstrategyhq.com/resources/internal-and-external-analysis/#:~:text=When%20an%20organization%20matches%20internal,Focus%20on%20your%20strengths
- Psycology Today - You Have Many Different Kinds of Strength https://www.psychologytoday.com/us/blog/what-matters-most/201311/you-have-many-different-kinds-of-strength#:~:text=Resources%20are%20the%20one%20type,part%20of%20a%20good%20family.
- Investopedia - Porter's 5 Forces vs. SWOT Analysis: What's the Difference? https://www.investopedia.com/ask/answers/041015/whats-difference-between-porters-5-forces-and-swot-analysis.asp
- Medium - 4 steps to identify community strength https://medium.com/@Bisner/4-steps-to-identify-community-strength-6ea224fcb4b5
- MindTools SWOT Analysis https://www.mindtools.com/amtbj63/swot-analysis
- Pastle Analysis - How to Do a SWOT Analysis of Your School https://pestleanalysis.com/how-to-do-swot-analysis-of-your-school/

Self-assessment activity: Open Questions (10m)

After the activity, the trainer will ask open-ended questions about the possibility of exercising the SWOT Analysis in their life (for the community or to discover their personal strengths)

Title: Goal setting and action planning

Introduction:

According to the results of the survey conducted by project partners, one of the transversal skills mostly lacking by young people is related to self-management skills and thinking competences, those ones being more required by employers. Goal setting and action planning are included in those skills and underpin a successful professional development.

Goal setting and action planning is linked to job performance, therefore, in order to improve employability skills it is very important to develop the competence related to setting specific, measurable, achievable, relevant, time-bound goals and follow those through.

Understanding the importance of goal setting and action planning, and the usefulness of different related tools and techniques, will help educators to guide young people in organising their professional future, in making decisions about developing certain competences or about which job to apply for.

Setting SMART goals and designing an action plan to achieve them helps young people to effectively reach their professional life goals, as they can determine the next steps and resources needed to develop professionally and find the right job.

Learning Objectives:

The aim of the lesson plan is to equip the educators with specific knowledge and tools for guiding young people in goal setting and action planning for their future. Thus, the learning objectives addressed are the following:

- To understand the usefulness of theories related to goal setting for increasing job performance and enhancing career prospects;
- To develop the skills needed to help young people establish SMART goals;
- To develop the skills needed to help young people effectively use action planning techniques.

Lesson plan

Duration	***Type of activity***	***Materials needed***
20 min	Theoretical part: Importance of goal setting in increasing employability – presentation Recommendations for establishing goals Action planning techniques – Action plan, Eisenhower Matrix	Computer, projector
45 min	Hands-on activities:	Worksheet template

	Worksheet "What I do today? What I will do tomorrow?" Worksheet Action Plan	
15 min	Conclusion & reflection	
10 min	Evaluation	

Theoretical and Contextual Background:

The trainer will give a brief overview of the importance of goal setting in professional development and then will focus on the recommendations for establishing goals and on presenting action planning techniques.

Importance of goal setting in increasing employability

Setting SMART goals and designing an action plan to achieve them helps young people to effectively reach their professional life goals, as they can determine the next steps and resources needed to develop professionally and find the right job. A professional development plan could successfully guide their working life, from finding their first job to a successful career.

Recommendations for establishing goals

1. *Setting motivating goals*, based on the main values and priorities related to professional and personal development, because they will bring commitment and dedication. Motivation is the key to achieving goals.

2. *Setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound)* goals for professional development

- A *specific* objective is very clearly expressed, not vague and aimed at concrete results.
- *Measurable* targets help to assess performance.
- The objectives must be *achievable* so as not to discourage, possible to reach under the given conditions.
- The objective is *relevant* if its achievement produces the desired change in personal or professional life.
- The achievement of the objective must be *framed in time*, to impel action. A goal without a time limit is either unachievable or irrelevant.

3. Defining objectives in writing

Formulating objectives in writing helps to clarify them and to monitor the degree of achievement. It is recommended to write down the proposed objectives and place them in a visible place.

4. Development of an action plan

Plan the steps needed to achieve desired goals, setting the necessary resources and deadlines for each step.

5. Stick to the objectives and regularly review them

Conducting regular reviews of objectives allows to track progress or to identify bottlenecks in their achievement. Goal setting is an ongoing process of action, evaluation and revision.

The main mistakes in setting objectives have to be mentioned also: setting unrealistic objectives, underestimating the time to achieve them, taking over other people's objectives, not considering important areas of interest.

Action planning techniques

In order to achieve the desired objectives, either personal or professional, it is necessary to plan the steps / actions that should be done. The action plan will help bridge the gap between the current and desired situation.

The action plan for personal or professional development indicates what concrete actions must be undertaken in order to achieve specific goals related to it and include information regarding the desired results, necessary actions and resources and deadlines in case of each specific goal.

A useful tool for planning current tasks is Eisenhower matrix. It is a visual prioritisation and time management tool, designed to help structure the task list according to urgency and importance.

Also called the priority matrix, it helps to prioritize the really important and urgent activities and to eliminate those that are not important. Keep in mind that important activities have a result that leads us to achieve professional and personal goals.

Source: https://helpfulprofessor.com/eisenhower-matrix-examples/

Activities for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

- Duration: 45 mins
- Materials needed: computer, projector, templates for exercises
- Activity description in steps:

The trainer will introduce the exercise *What I do today, what I will do tomorrow?*

Exercise What I do today, what I will do tomorrow?

Objective	To develop the ability of establishing short and medium-term objectives related to personal/ professional development
Discussions	The importance of setting goals in life, both short-term and medium-term ones Justification of choosing those goals Identifying and analysing ways for achieving those goals

The worksheet for this exercise is attached to the lesson plan.

In order to formulate SMART objectives related to professional development, the learners should answer the following questions:

- What job position I wish to hold at the end of next year? In what kind of company? Is it possible, given my current skills and experience? Do I need to develop other competences?
- What specific competences do I want to acquire in the next 6 months?
- What do I want to become professionally in the next 3 years?

When establishing objectives related to professional development, learners should reflect on the following aspects:

- Personal values - the beliefs that influence their priorities. Example: they prefer efficiency and want to see concrete results from their work;

- Personal strengths and weaknesses - their professional and personal skills and abilities. Example: they have an analytical mind, but not very good communication skills;

- Personal interests - the things they enjoy doing. Example: they enjoy expressing their creativity in different ways;

- Personal needs at work - the characteristics they want their ideal workplace to have. Example: they want a job that stimulates creativity and with flexible working hours;

- Personal financial needs in relation to their lifestyle - what a job needs to offer them in terms of salary and benefits in order to have a carefree life. Example: they want a monthly salary of more than 1,500 EUR and a subscription to fitness.

After establishing the objectives according to the worksheet "What I do today, what I will do tomorrow?", the learners will be guided to complete the action plan in case of one selected short-term objective, according to the template provided by the trainer, including:

- short-term objective
- desired results
- necessary actions
- necessary resources
- deadline

The trainer will ask a learner to present his/her action plan and ask the other learners to suggest improvements to the action plan.

Conclusion & reflection:

At the end, the trainer will summarise the takeaways from the lesson and will ask learners to reflect on what they've learned and the way they could apply the knowledge in their professional life.

Challenges and tips for implementation in different classrooms contexts/settings:

The heterogeneity of learner groups, different levels of knowledge could be a challenge for educators and to meet this challenge they could encourage peer support for knowledge sharing. Additional learning resources, such as short videos, could be useful to increase the effectiveness of the learning process.

Supporting materials and bibliography:

Edwin A.Locke, Gary P.Latham, Ken J.Smith (1990), "A Theory of Goal Setting & Task Performance"

Michael Hyatt (2018), "Your Best Year Ever: A 5-Step Plan for Achieving Your Most Important Goals"

Gary Kroehnert (1991), "100 Training Games"

https://www.managementstudyguide.com/goal-setting-theory-motivation.htm

https://www.mindtools.com/azazlu3/lockes-goal-setting-theory

SMART Goals – Quick Overview https://www.youtube.com/watch?v=1-SvuFlQjK8

How to Create an Effective Action Plan / Brian Tracy https://www.youtube.com/watch?v=haRCpUOCG_M

https://www.careervillage.org/

https://asana.com/resources/smart-goals

Self-assessment activity:

After hands-on activities and feedback from learners, the trainer will note the areas to improve and will adjust the training plan accordingly, considering to adapt the materials and exercises to specific needs of the trainees.

Title: Adaptability and Resilience

Introduction: This lesson focuses on the crucial skills of adaptability and resilience, emphasizing their significance in the context of youth employability. Participants will explore mental barriers, resilience theories, stress management techniques, and the cultivation of a growth mindset to better navigate dynamic work environments.

Learning Objectives:

- Understand the impact of mental barriers on adaptability.
- Explore and apply resilience theories in daily life.
- Learn stress management techniques for promoting mental well-being.
- Cultivate a growth mindset for enhanced adaptability.

Lesson plan

Duration	**Type of activity**	**Materials needed**
20 minutes	Understanding Mental Barriers	Whiteboard and markers, PC or Projector for slides, Handouts on mental barriers (*)
20 minutes	Exploring Resilience Theories	Whiteboard and markers, PC or Projector for slides, Handouts on resilience theories (*)
20 minutes	Stress Management Techniques	Whiteboard and markers, PC or Projector for slides, Handouts on stress management techniques (*)
20 minutes	Developing a Growth Mindset	Whiteboard and markers, PC or Projector for slides, Handouts on growth mindset (*)
10 minutes	Reflection and Discussion	None

(*) - https://www.adrian.edu/files/assets/theresiliencytoolkit.pdf

Theoretical and Contextual Background:

This lesson aims to elucidate mental barriers, resilience theories, stress management techniques, and the cultivation of a growth mindset. Mental barriers can impede adaptability, while resilience theories provide frameworks for overcoming challenges. Stress management techniques contribute to mental well-being, and a growth mindset fosters a positive approach to change.

Understanding Mental Barriers (20 minutes):

Facilitate a group discussion on common mental barriers that individuals may face in their personal and professional lives.

Showcase case studies depicting situations where mental barriers have influenced adaptability. Explore the website: https://www.psychologytoday.com/ and review specific case studies, such as the one available at https://www.psychologytoday.com/us/articles/201011/case-study-sleight-gland.

Encourage participants to share their own experiences and insights related to mental barriers.

Use a whiteboard or flip chart to list common mental barriers and their potential consequences. Make an assessment: https://www.psychologytoday.com/us/tests/health/mental-health-assessment

Conclude with a discussion on strategies to recognize and overcome these barriers.

Exploring Resilience Theories (20 minutes):

Begin with a brief presentation introducing key resilience theories, such as the Resilience Theory by Emmy Werner.

Provide participants with hypothetical scenarios and ask them to apply resilience theories to identify protective factors and strategies. (Examples of challenges some young people may face where resiliency skills are essential: physical illness, change of school, change in family make up (divorce, break up), change of friendship group, conflict with peers, conflict with family).

Foster a group discussion on how understanding resilience theories can contribute to overcoming challenges.

Encourage participants to share examples from their own lives where resilience played a crucial role.

Use visual aids, such as slides or diagrams, to illustrate key concepts.

Stress Management Techniques (20 minutes):

Present a short overview of stress management techniques, emphasizing mindfulness practices, relaxation techniques, and cognitive reframing.

Use the whiteboard or slides to outline key stress management strategies.

Lead participants through practical exercises, such as deep breathing or a brief meditation session.

Allow time for participants to share their experiences and discuss the impact of these techniques on stress levels.

Conclude with a group reflection on the importance of integrating stress management into daily routines.

Developing a Growth Mindset (20 minutes):

Define the concept of a growth mindset, drawing from the work of Carol Dweck.

Facilitate a goal-setting exercise where participants set personal goals related to developing a growth mindset.

Encourage participants to discuss the significance of aligning goals with a positive approach to change.

Foster small group sharing sessions for participants to discuss their goals, challenges, and strategies.

Use the whiteboard or flip chart to capture key insights and goals shared by participants.

Conclusion & Reflection, and Evaluation:

Allow each participant to reflect on their experiences throughout the hands-on activities.

Facilitate a group discussion on the importance of adaptability and resilience in achieving personal and professional goals.

Encourage participants to share any changes in their mindset or behavior resulting from the activities.

Conclude with a brief evaluation, seeking feedback on the effectiveness of the hands-on activities and the overall lesson plan.

Activities for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

Duration: 1.30 h
Materials Needed: Whiteboard and markers, PC or Projector for slides, Handouts on decision-making steps

Activity 1: Comprehending Mental Obstacles (20 minutes)
Step 1: Five minutes for introduction
Give a quick summary of basic mental obstacles that can prevent adaption.
Emphasize how crucial it is to identify and remove these obstacles to advance both personally and professionally.
Step 2: Ten minutes of case studies
Provide case studies from real-world situations where adaptability was impacted by mental obstacles. For example: https://medium.com/@okoyetiku/adaptability-a-real-life-success-story-34d8a0a22e47
Urge participants to examine the situations and pinpoint the precise mental obstacles that are at work.
Step 3: Five minutes of group discussion
Group the participants into smaller groups so that they can exchange ideas and debate their findings.
Lead a quick group conversation about methods for getting past mental obstacles that have been identified.

Activity 2: Examining Theories of Resilience (20 minutes)
First Step: Ten Minute Theory Presentation
Describe important ideas of resilience, such as Emmy Werner's Resilience Theory. https://en.wikipedia.org/wiki/Emmy_Werner .
Werner, E. E. (1984). Resilient children. Young Children
Werner, E. E. (1986). The concept of risk from a developmental perspective. Advances in Special Education
Werner, E. E. (1992). The children of Kauai: Resiliency and recovery in adolescence and adulthood. Journal of Adolescent Health
Werner, E. E. (1993). Risk, resilience, and recovery: Perspectives from the Kauai longitudinal study. Development and Psychopathology
Werner, E. E. (2000). Protective factors and individual resilience. In J. Shonkoff, & S.

Meisels (Eds.), Handbook of early childhood intervention (2nd ed.).
New York, NY: Cambridge University Press.
Werner, E. E., & Smith, R. S. (1982). Vulnerable but not invincible: A longitudinal study of resilient children and youth. New York, NY: McGraw Hill
Describe the ways in which these ideas offer models for overcoming obstacles and developing resilience.
Step 2: Ten minutes of application exercises
Give fictitious scenarios to the participants.
Exercises for Application: Imaginary Scenes (10 Minutes):

Scenario 1: Public Speaking Fear
Participants pretend to be Lisa, a team member who avoids public speaking for fear of judgment. Participants brainstorm and share resilience-building methods to tackle this anxiety in a fictional workplace.

Second scenario: Procrastination Challenge
Participants play Michael, who procrastinates on vital chores. In small groups, they brainstorm hypothetical but effective ways to help Michael overcome procrastination and become resilient to deadlines.

SC3: Managing Change
Participants imagine themselves as Chris, who suffers with organizational transformation. They write down resilience-building and coping skills Chris can use to handle change after a quick contemplation.

Participants apply resilience-building models from the case studies to actual, hypothetical events in these application exercises, deepening their comprehension.

Request that they analyse these situations using resilience theories to pinpoint risk factors and coping mechanisms.

Activity 3: 20 minutes of stress-reduction techniques
Step 1: Give a 5-minute presentation.
Give a brief introduction to stress-reduction strategies, such as cognitive reframing, mindfulness exercises, and relaxation methods.
Step 2: Hands-on Activities (10 minutes)
Lead participants in practical activities like mindfulness training or deep breathing.
Invite others to talk about their experiences and how it affects their stress levels.
Step 3: Five minutes of group reflection
Lead a group discussion about how well the stress-reduction strategies are working.
Talk about the ways in which using these strategies can lead to improved flexibility.

Activity 4: Creating a Growth Mindset (20 minutes)
Step 1: Give a 5-minute presentation.
Give an explanation and definition of the growth mindset idea, drawing on Carol Dweck's research. https://fs.blog/carol-dweck-mindset/ / https://books.google.com.au/books/about/Mindset.html?id=fdjqz0TPL2wC&redir_esc=y
Stress how adopting a growth mindset promotes flexibility and a willingness to take on new tasks.
Step 2: Ten-minute goal-setting exercise
Request that participants make personal objectives for cultivating a growth mindset.
Talk about the importance of establishing objectives that support a constructive strategy for transformation.
Step 3: Five minutes of group sharing

Give participants time in small groups to discuss their objectives.

Create a welcoming atmosphere where people can talk about the difficulties and methods of developing a growth mindset.

In conclusion, reflection, and assessment:
Promote frank discussion on the real-world benefits of comprehending mental obstacles, investigating resilience theories, using stress-reduction strategies, and cultivating a growth mindset. Conduct a quick assessment to get input on the lesson's success and areas that need work.

Challenges and tips for implementation in different classrooms contexts/settings:

- Ensure a safe and open environment for discussions on mental barriers.
- Adapt activities to suit the comfort levels and preferences of diverse learners.
- Encourage active participation through group discussions and collaborative exercises.

Supporting materials and bibliography:

"Option B: Facing Adversity, Building Resilience, and Finding Joy" by Sheryl Sandberg and Adam Grant (April 24, 2017) - This book explores resilience and strategies for facing adversity.

"Resilient: How to Grow an Unshakable Core of Calm, Strength, and Happiness" by Rick Hanson - Rick Hanson's book provides insights into building resilience for a stable and content core.

"Grit: The Power of Passion and Perseverance" by Angela Duckworth and Simon & Schuster Audio - Angela Duckworth's work delves into the role of grit in achieving long-term goals.

"Mindset: The New Psychology of Success" by Carol S. Dweck - From the renowned psychologist who introduced the world to the "growth mindset," this updated edition offers transformative insights into redefining success, building lifelong resilience, and supercharging self-improvement.

Werner, E. E., & Smith, R. S. (1982). "Vulnerable, but Invincible: A Longitudinal Study of Resilient Children and Youth." McGraw-Hill.

Werner, E. E., & Smith, R. S. (1992). "Overcoming the Odds: High-Risk Children from Birth to Adulthood." Cornell University Press.

Self-assessment activity:

The participants will write in a diary about their thoughts.

They will:

- Name a recent difficult issue they had to deal with.
- Think about how mental blocks affected how they dealt with the problem.
- Check to see how well their ways of dealing are working.
- Think about how using theories of resilience could improve their method.
- Make it a goal for yourself to become more flexible and stronger.

This self-evaluation task makes people think about themselves, which lets them use what they've learned in class in their own lives.

Title: Continuous learning and professional development

Introduction:

This lesson focuses on the significance of continuous learning and professional development.

In a rapidly evolving job market, adaptability and continuous skill acquisition are vital for youth employment. Technological advancements and economic changes highlight the necessity of staying current for securing and retaining jobs.

Theories relating to lifelong learning, theories relating to motivation and personalized learning strategies are presented in this lesson plan.

The sharing of professional development resources, such as books, learning platforms and podcasts, will be promoted.

Learning Objectives:

- Identify the concept of Lifelong Learning;
- Analysis of motivational theories (Self-Determination Theory and The Hierarchy of Needs - Maslow);
- Recognize Personalized Learning Strategies;
- Promote the exchange of ideas and information related to continuous learning professional development

Lesson plan

Duration	***Type of activity***	***Materials needed***
10 mins	theoretical part	Computer, projector
20 mins	theoretical part	Computer, projector
30 mins	Hands-on Activity and sharing of information	Computer, mobile phone or tablet, projector, handouts if necessary
10 mins	Creation of a collaborative list of resources	Computer, mobile phone or tablet, projector
10 mins	Self-assessment	Paper or laptop or tablet or mobile phone
10 mins	Presentation of self-assessments	

Theoretical and Contextual Background:

Introduce participants to theory and examples of the following themes:

- **Lifelong Learning Theory**

Lifelong Learning involves an ongoing, self-driven pursuit of knowledge in personal or professional realms. It occurs continuously, spanning an individual's entire life, from early stages to later years, and can be either formal or informal.

The Council of the European Union adopted a recommendation on **key competences for lifelong learning** in May 2018, **please check the link at the end of this topic**. The recommendation identifies eight key competences essential to citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion.

The recommendation is a reference tool for education and training stakeholders. **It sets up a common understanding of competences needed nowadays and in the future**. The reference framework presents successful ways to promote competence development through innovative learning approaches, assessment methods or support to educational staff. All learners should achieve their full potential.

The key competences are a combination of **knowledge**, **skills** and **attitudes**.

• **Knowledge**
Knowledge is composed of the concepts, facts and figures, ideas and theories which are already established, and support the understanding of a certain area or subject.

• **Skills**
Skills are defined as the ability to carry out processes and use the existing knowledge to achieve results.

• **Attitudes**
Attitudes describe the disposition and mindset to act or react to ideas, persons or situations.

The key competences are developed throughout life, through formal, non-formal and informal learning in different environments, including family, school, workplace, neighbourhood and other communities.

All key competences are considered equally important and aspects essential to one domain will support competence development in another. For example, skills such as critical thinking, problem solving, team work, communication, creativity, negotiation, analytical and intercultural skills are embedded throughout the key competences.

These are the eight key competences:

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology and engineering
4. Digital competence
5. Personal, social and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

To access the full document, please follow the link:

https://op.europa.eu/de/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en

- **Motivation Theories**
- **Self-Determination Theory (SDT)**

Self-Determination Theory (SDT) is a motivational framework extensively utilized across various life domains, including health, sports, education, and work. Achieving good health is an inherent objective for everyone, profoundly shaped by individual habits and lifestyle decisions.

Self-Determination Theory (SDT) posits that **autonomy**, **competence**, and **relatedness** are pivotal for psychological well-being and autonomous motivation, akin to basic physiological needs like hunger. The fulfilment of these psychological needs is vital for well-being and motivation, while unmet needs may lead to decline. Autonomy, competence, and relatedness in specific life domains foster autonomous motivation, e.g., in physical activity.

Autonomy

- Experiencing a sense of control and choice in one's life.
- Making well-informed decisions aligned with personal values and beliefs.
- Assuming accountability for decisions and actions.
- Feeling unrestrained and willingly engaged in one's pursuits.

Competence

- Encountering an optimal level of challenge that fosters a sense of competence (striking the right balance between not too easy and not too difficult).
- Embracing challenges with a belief in one's ability to tackle them.
- Cultivating confidence in the capability to complete tasks.
- Sensing that goals are realistically achievable.

Relatedness

- Establishing a connection with those around you, such as family, friends, colleagues, and exercise instructors.
- Nurturing a strong social support network.
- Perceiving that others genuinely care about your well-being.

The Maslow's Pyramid (Hierarchy of Needs)

The Maslow's Pyramid, also known as the Theory of Human Needs or, alternatively, as Maslow's Hierarchy of Needs, is one of the world's most famous motivation theories.

It was developed by the American psychologist Abraham Maslow in the 1950s. Maslow, concerned with understanding what makes people happy and what they do to achieve this goal, initiated a study within humanistic psychology about the different needs that we, as human beings, possess.

According to Maslow, our life's goal is to achieve full self-realization, and we constantly act in pursuit of this accomplishment. This innate desire to feel fulfilled is what generates motivation for our actions. However, before reaching this level of satisfaction, it is necessary to address basic human needs, such as food and sleep.

1. Physiological Needs

These are the needs that must be met to maintain a healthy body and ensure human survival. Some examples include:

- The need to satisfy hunger and quench thirst.
- Maintaining homeostasis processes (body temperature, hormonal functioning, etc.).
- Quality in breathing, sleep, and digestion.

2. Safety and Protection Needs

These needs also provide security to face life's challenges. Without these needs fulfilled, ascending the Pyramid becomes very difficult. Here are some examples:

- Body safety against physical risks, such as violence and accidents.
- Professional stability leading to financial security.
- Needs that ensure health-related security, such as health insurance and healthy habits.

The third and fourth levels encompass psychological needs, also defined as secondary needs:

3. Social Needs

These are related to interpersonal relationships, love, and acceptance. Examples of social needs include:

1. Good friendships, affection, and reciprocity.

2. Positive family relationships.

3. Respectful romantic relationships.

4. Esteem Needs

4. The fourth level involves the human need to feel respected and appreciated. After the first three levels are satisfied, esteem needs play a dominant role in human actions, as self-recognition and social acknowledgment stimulate behaviour. Examples of esteem needs include:

- Recognition.
- Independence.
- Self-esteem.

Finally, at the top of the Pyramid, we find the needs for personal fulfilment:

5. Self-Actualization Needs

These are the most complex needs of human beings and are essential for each individual to achieve true personal and professional fulfilment, acting in line with their purpose. Examples of self-actualization needs include:

- Acting in accordance with moral values.
- Being free, self-sufficient, and independent.
- Having a routine that allows for the development of potential and creativity.

Personalized Learning Strategies

Personalized learning embraces individual students' unique needs, preferences, and learning pace, enhancing the overall educational experience.

Project-based learning further enriches this approach, encouraging hands-on projects aligned with students' interests, such as creating historical documentaries for history enthusiasts.

Differentiated instruction tailors teaching methods to diverse learning styles within one class, accommodating visual, kinesthetic, and auditory learners in, for example, a science lesson with visual aids, hands-on experiments, and in-depth discussions.

Additionally, competency-based education, exemplified by platforms like Codecademy, allows students to progress at their own speed, ensuring mastery before moving forward. Ultimately, personalized learning recognizes and addresses each student's distinct requirements, creating a more engaging and effective educational journey.

Personalized learning strategies are designed to cater to individual student needs, preferences, and learning speeds. Seven examples illustrate this approach:

1. Differentiated Instruction:

Teachers adapt methods, content, and assessments to meet diverse learning needs, such as providing varied reading materials based on individual reading levels in one class.

2. Individual Learning Plans (ILPs):

Customized plans outline a student's goals, strengths, weaknesses, and strategies for addressing specific needs, like creating a plan with extra math support for a struggling student.

3. Student-Centered Projects:

Allowing students to choose topics aligning with their interests and learning styles, for instance, opting for research projects related to their passions rather than assigned essay topics.

4. Adaptive Learning Technology:

Utilizing technology platforms adjusting content based on individual progress, exemplified by educational software modifying math problem difficulty according to a student's performance.

5. Flexible Grouping:

Grouping students based on current understanding instead of fixed ability groups, seen in creating temporary small groups for focused instruction tailored to specific student needs.

6. Self-Paced Learning:

Enabling students to progress at their own speed through the curriculum, facilitated by recorded lectures or instructional videos for flexible review.

7. Formative Assessment:

Regularly assessing student understanding throughout the learning process, using methods like quick quizzes or polls to gauge comprehension and adjust teaching strategies promptly.

These strategies acknowledge each student's uniqueness, fostering a more tailored and effective educational experience.

Activities for practicing/understanding/implementing the method (Exercises, Case studies, Videos, Interactive resources)

1. Presentation of the concept of Lifelong Learning
   - Duration: 10 minutes
   - Materials needed: Computer, projector (whiteboard, markers and handouts, if considered necessary)
   - Activity description: PPTX presentation.

2. Presentation and analysis of the motivational theories (SDT / Maslow's)
   - Duration: 20 minutes
   - Materials needed: Computer and projector.
   - Activity description: PPTX presentation.

3. Hands-on activity and sharing of information's
   - Duration: 30 minutes
   - Materials needed: Computer, projector, mobile phones or laptops or tablets (whiteboard, markers and handouts, if considered necessary).
   - Activity description: brainstorming, researching and sharing information

     In pairs or small groups, encourage participants to share their personal experiences regarding continuous learning and professional development, highlighting those they consider best;

     Promote the use of platforms and the listening of some podcasts suggested in the supporting materials.

4. Creation of a collaborative list of resources
   - Duration: 10 minutes
   - Materials needed: Computer, projector (whiteboard, markers and handouts, if considered necessary)
   - Activity description: Creation of a list of recommend learning opportunities.

   a) **The pairs or small groups, should create collaborative lists of resources.**

5. Self-assessment activity
   - Duration: 10 minutes
   - Materials needed: Paper or laptop or tablet or mobile phone.
   - Activity description: Reflection (Self-assessment activity description)

6. Presentation of self-assessments
   - Duration: 10 minutes

Challenges and tips for implementation in different classrooms contexts/settings:

- Students must have access to a laptop or tablet or mobile phone.
- Foster a secure and inclusive space for conversations about mental obstacles.
- Customize activities to align with the comfort and preferences of a varied group of learners.

- Promote active engagement through group discussions and collaborative exercises.

Supporting materials and bibliography:

Reading material:

- "The Learning Habit: A Groundbreaking Approach to Homework and Parenting that Helps Our Children Succeed in School and Life" by Stephanie Donaldson-Pressman, Rebecca Jackson, and Dr. Robert Pressman.
- "Mindset: The New Psychology of Success" by Carol S. Dweck.
- "Drive: The Surprising Truth About What Motivates Us" by Daniel H. Pink.

Other resources:

1. https://www.themuse.com/advice/6-careerboosting-podcasts-youre-going-to-love-listening-to
2. https://www.linkedin.com/pulse/10-best-career-development-podcasts-you-should-right-katie-/
3. https://zapier.com/blog/online-professional-development/
4. https://learning.linkedin.com/
5. Universal psychological needs | Liverpool John Moores University (ljmu.ac.uk)

Self-assessment activity:

Participants must write a reflection, with a maximum of 50 words, about how they do continuous learning professional development and what they learned in this module and how they can use it in their professional life.

matrix

strategic mapping of youth unemployment

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