

IO2: TRAINING PROGRAM - CURRICULUM

ENABLE: Enhancing Employability Skills of Persons with Disabilities

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DISCLAIMER

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MODULE 1 – CREATIVITY

INTRODUCTION

This module aims to foster the creativity of learners by challenging them to show flexibility in their thinking.

The module is designed to increase or spark learners' creativity by confronting them with problem-solving situations that require them to use their imagination or original ideas to create something new.

During this process, the learners will make up solutions for small creative problems and will also learn to 'sell' their ideas; to do so, they will design drawing utensils out of low-cost materials and use those to make new art.

They will then proceed to explain their inventions to the other learners, which will be helpful as a first exercise for the Video CVs that are foreseen for IO3.

The module stimulates the development of innovative ideas and self-initiative of the learners.

LEARNING OUTCOMES

After completing this module, learners should be able to:

- face problem situations
- explore their own possibilities
- accept failures and learn from them
- turn a negative into a positive
- generate ideas
- reflect on their working process
- express their thoughts

COURSE CONTENT

This module is designed to spark or enforce learners' creativity. The creative activities revolve around the concept of 'divergent thinking', in which learners are faced with small creative problems or challenges that require them to experiment to find a solution. They will find themselves in an environment that encourages experimentation and leaves room for trial and error. Along the process, the learners will take moments to reflect on their experiments and try to explain their approach. This means that they will work on finding solutions to small challenges and then present and explain them.

MAIN TOPICS/ TRAINING UNITS

1. Divergent thinking 1: an introduction to divergent thinking
2. Divergent thinking 2: coffee stains and happy accidents
3. Divergent thinking 3: some more creative exercises to let yourself go
4. Experimentation: I invent my own drawing tool
5. Creation: I make art with my newly designed tool
6. Gallery walk: present your works and your ideas

RECOMMENDATIONS FOR TRAINERS

This training module is built around the concept of “divergent thinking”; the lessons are meant to foster the creativity of the participants and make them aware of their problem-solving capabilities.

The activities are a part of what art therapy entails; it is advisable that these lessons are held by art therapists. Also, the trainers should be able to work with people with mental disabilities; it is essential that the trainers manage to create a climate of trust in which the participants dare to discover their talents by letting loose, trusting the group and allowing themselves to make mistakes, in order to learn. The trainer does not have to be too pushy but offers support and understanding and accepts limits of those who engage with more difficulty in the proposed activities.

The key message in this module is the following: There are more ways of looking at or solving a problem and when you cannot do it yourself you can ask for support.

When using the approaches, connected to divergent thinking it is important to always follow the idea of the so-called co-creative process with all of the participants. It is important to find the right balance of operating and taking role as a supporting element in the group, on the other hand the balance also brings forward the necessity of knowing your participants beforehand to plan your sessions accordingly – finding the right balance between theory and practice, according to needs of the group, as this a module about creativity. Creativity itself is an open process, meaning that (beside basic intro to activities planned in the Units & Sessions) each participant has his/her own pace to finalize the activities: whenever there is a teamwork element – facilitators should take into consideration that there is no generalized view on how final works (art works, individual drawings, gallery preparation, etc.) should look like.

While the sessions are based on drawing and painting, we do not focus on the output, but on the process: we try not to care too much about the beauty of the drawings, but focus rather on the process behind it: HOW did you draw, and how did you feel while doing so?

For all activities of this unit and related exercises, trainers and trainees need to establish a deep cognitive process and they will require time for processing and self-understanding. Therefore, it might be advisable to use the first exercise with a longer time for processing for each of the learners to train (2 hours).

In general, the session outlines are mere suggestions; they don't have to be held in this specific order, nor do all the activities have to be executed. The time frame can be adapted to the needs of the participants. It is important to leave a lot of room for reflection and interaction between the participants. Some activities can be combined, others shortened or skipped. Flexible thinking requires a lot of time.

At some points, the materials will have to be adapted to local needs and cultural specifications: for example, for Romanians, coffee stains are specific to fortune tellers. During the final gallery walk, the participants open themselves up and are therefore vulnerable; the trainers should ensure that the environment feels safe and the general feedback by fellow participants emphasizes the positive aspects of the experience. We are here to empower and learn, while of course being slightly critical about our own path. It can be fun to turn the final gallery walk into a real vernissage event, with a drink and a loose exchange in the group.

UNIT 1: DIVERGENT THINKING - AN INTRODUCTION

LEARNING OBJECTIVES

In this first unit, the learners will be introduced into the main theme of the 6 Modules in creativity: the act of divergent thinking.

In this first lesson, they will have to face several small challenges that might make them uncomfortable at first, but are helpful for them to face the fear of imperfection and shift their focus on their ability to make unique things. They should be encouraged to accept the challenge of drawing, rather than dismissing it by saying and believing that they “can’t draw”. There is no complex or highly technical drawing required at any point; this activity is more of an exploration of the possibilities we all have, even with limited artistic “talent”, to make unique and interesting doodles. The learners are meant to let loose and explore their own limits; by approaching simple sketching challenges, over the course of their work, they will also be asked to reflect on it: what methods do they like, and what do they think of their output?

Their experimentation happens in a safe environment that allows them to make mistakes and should encourage the learners to dare to try new things. Creativity, in this context, doesn’t mean that you should come up with amazing art after an hour, but rather showing flexibility in HOW you can draw.

The process of working on these divergent thinking exercises should have a positive impact on learners’ mental processes (enhancing imagination), memorizing and sharing information/opinions, freedom of expression in a safe environment as well as personal wellbeing. Will they realize that they can indeed draw something interesting, by focusing more on the HOW than the WHAT?

The objectives are to let loose and engage in a potentially frustrating experience, shifting the focus from limits to uniqueness and creativity (and thereby raising self-esteem), and explaining own experiences (by using the exercises to connect group members and exchange thoughts).

SESSION OUTLINE

Topic	Learning outcomes	Duration	Training activities
1. Icebreaker	- getting to know the learners	30 min	Collaborative face drawing
2. Drawing from memory	- the learners should solve a small divergent thinking challenge, then talk about their solution with others. They should realize that there is no real right or wrong in this context	30 min	Draw a bicycle from memory + Discussion
3. Introduction: visual input	- the learners should know what divergent thinking represents	15 min	A small reflection about creative divergent thinking
4. Exploring the possibilities: draw a house	- the learner should be able to let loose and engage in a potentially frustrating task - the learner should overcome the idea of “I can’t draw”, but rather focus on his unique ways of doing things	50 min	Exploring the possibilities: draw a house in several ways Incl: brainstorm with others: do you find more ways?
5. First artistic exploration	- The learner should freely draw things with a method chosen by himself, and embrace the uniqueness of the result.	50 min	Experiment: draw other things in your favourite method.
6. Artistic thinking and expression	- the learner should present their own work and the method used	50 min	Inside / Outside circle, then more drawing with other ways
Total duration		4 hours	

SESSION DEVELOPMENT

The whole Creativity module is built around the concept of “divergent thinking”, which is “the cognitive process of generating alternative ideas or possible solutions to problems” (Brandoff, 2017).

To solve problems, divergent thinkers have different starting points and change direction when needed, leading to multiple, potentially correct and appropriate, solutions.

According to Kraft (2005), the characteristics of divergent thinkers include thought processes that are more fluent, varied, flexible, original, and elaborative.

Art therapy is an effective way to develop problem-solving and original thinking approaches, and it ultimately enables clients to generalize these skills towards other areas of life (Lowenfeld & Brittain, 1987). Our aim in this module is to foster or reactivate the learners’ creativity as well as to encourage them to take risks.

Since there is no right or wrong way to be creative in art, the potential for benefit is reason enough to engage a client’s creative abilities (Unger, 1995). Maslow (1971) adds that people with high creativity are more perceptive in everyday life; thanks to our divergent thinking challenges, we can further encourage that perceptivity.

TOPIC 1: ICE-BREAKER: COLLABORATIVE FACE DRAWING

DURATION: 5 minutes to explain, up to 25 min for drawings

PURPOSE: Getting to know the fellow learners and crafting name tag portraits together.

N. LEARNERS: **Up to 15 learners**

MATERIALS: A5 paper, pencils. 1 of each per person

INSTRUCTIONS:

- Everybody gets a piece of paper. Orientation: portrait
- write your name on the top of the paper
- Your task will be to draw portraits of your face, together:
 - o walk freely through the room with your paper and pencil (or coloured pencils) and approach another learner.
 - o introduce yourself, and then draw 1 facial feature of your partner on his/her paper. Only 1 feature: the hair, the chin, an eye,...
 - the aim is NOT to draw perfect portraits, but to get to know each other!
 - o try to talk to everyone!

TOPIC 2: DRAWING A BIKE FROM MEMORY

DURATION: 10 minutes to explain the task, 5min for drawing, 15-30min for discussion

PURPOSE: A first effort of letting loose, and an ice breaker. Confront the learners with a first challenge that should allow them to think about their practice.

N. LEARNERS: Up to 15 learners

MATERIALS: A5 paper, pencils. 1 of each per person

INSTRUCTIONS:

- The learners get a single sheet of paper and pencil. Their only instruction is to draw a bicycle from memory, in 2 minutes and add their name to the drawing.
- All of the drawings will be put in the middle of the room.

Then we discuss:

- was it hard?
- what made this challenge hard?
- are you happy with your bikes?
- what do they have in common?

The bottom line of this task should be that even though the drawings might be highly different, all of them are somewhat recognizable as bikes, and are all unique in their own way. Everybody knows what a bike looks like, and although some learners will argue that they don't know how to draw, their sketches might be interesting to see. By comparison to others, they will see that accuracy is not all that matters.

VARIATIONS: Draw a tree. Also, if the learners seem to struggle, slow down: brainstorm together: what do we need to recognize a bike as a bike? What elements are enough? The two wheels? The frame, the saddle, the handlebar?

TOPIC 3: INTRODUCTION: VISUAL INPUT

DURATION: 15min

PURPOSE: Providing an explanation for the whole module

N. LEARNERS: Up to 15 learners

MATERIALS: Computer with internet access, projector

INSTRUCTIONS:

The mentor provides the learners with a short definition of what divergent thinking means, and explains some ground rules and principles for all the upcoming challenges:

everybody knows how to draw.

there is no good or bad

- you have to dare to explore
- everybody has unique strengths
- focus on your pros, not your cons!
- turn negatives into positives

After this, the mentor can show footage of an artist that also made people draw bicycles from memory: it is noteworthy that no matter how far off the drawing was from “real” or usable bikes, they are always recognisable as bikes.

In divergent thinking, we are solution-oriented; we try not to look at our limitations and disabilities as a final disadvantage, but rather as a challenge that can be overcome with creativity. Also, the results can look vastly different for everyone.

RESOURCES:

<https://www.wired.com/2016/04/can-draw-bikes-memory-definitely-cant/>

TOPIC 4: EXPLORING THE POSSIBILITIES: DRAW A HOUSE

DURATION: 5 min for preparation, 55 min of drawing

PURPOSE: letting go even more; drawing without thinking. The learners relinquish control over their tools and explore new methods that are unknown to them. This should change their representation of what “drawing” actually means.

N. LEARNERS: **Up to 15 learners**

MATERIALS: A3 paper, pencils.

INSTRUCTIONS:

As opposed to the first time, this time it is not about WHAT we draw, but about HOW we draw. We all start off by doodling a simple house, a square with a triangle on top. Maybe we can add a window, a door, a chimney...

Now comes the fun part: let’s find different ways to draw that same house, and see what happens.

- First, switch to your non-dominant hand and try to do the same drawing.
- Then, again, but with both hands.
- Then hold the pencil more loosely, at its top end.
- Now, with your eyes closed! Give up control!
- Now, whoever has another idea, can suggest it to the group. We accept every idea and try to use it.
- Let’s try as many different ways as we can possibly find: IN HOW MANY DIFFERENT EASY WAYS CAN WE DRAW A SIMPLE HOUSE? This is a problem situation that requires the learners to show creativity and flexibility.

This activity should give the learners an opportunity to look for limits of what they can

imagine to do while drawing, and can also allow them to goof around with other people, share their ideas, and get them valued. In this context, the funnier the idea, the better!

If we reach the point of saturation, everybody should look at their drawings and think for themselves: what way of drawing was the most fun for me, or the easiest? Which one provides the most interesting or unique result? Which one feels right for me?

After this process, everybody should settle on one or two methods that seem the most interesting to explore further; they should make a justified decision.

VARIATIONS: the mentor can also suggest some more ideas, if the group seems passive at first: try taking off your shoes and drawing with your feet, or try drawing by holding the pencil steady and moving the paper instead... Also, the pencil itself can be used in various ways... The mentor is encouraged to join the fun, as this game seems to be limitless.

TOPIC 5: DRAWING WITH YOUR NEW FAVOURITE METHOD

DURATION: 5 min for explanation, 50 min for drawing, 5 min for reflection

PURPOSE: this is the first real artistic experimentation, and the first step in finding their own artistic identity: do something that you like, mess around, and dare to make mistakes

N. LEARNERS: **Up to 15 learners**

MATERIALS: A3 paper, pencils.

INSTRUCTIONS:

After having found a fun way to draw, the learners get new paper and should try to draw different things with their favourite method, be it with their non-dominant hand, their foot, their mouth, with eyes closed... They can draw anything from abstract doodles to more concrete illustrations.

The mentor should encourage them to constantly keep evaluating whether they like what they draw or enjoy the process of drawing it.

If stuck, the learners can always take a stroll and see how others are drawing, and maybe get some new fun ideas to try out.

TOPIC 6: ARTISTIC REFLECTION AND NEW EXPERIENCES

DURATION: 15 min for the inside/outside circle, 30 min for drawing, 15 min for tidying up

PURPOSE: - taking pride in their work while talking about it with other learners; explaining precisely how to do what they did.

Letting go even more; drawing without thinking. The learners relinquish control over their tools and explore new methods that are unknown to them. This should change their representation of what “drawing” actually means.

N. LEARNERS: Up to 15 learners

MATERIALS: A3 paper, pencils.

- **INSTRUCTIONS:**
 - every learner takes his favourite drawing so far.
 - divide the class in 2 groups, and form 2 circles, one inside the other, so that every learner from the inner circle talks to one from the outside circle.
 - like in speed dating, they get 1 minute to talk to each other and explain what they did and whether they enjoyed it; roughly 30 seconds each.
 - After one minute, the mentor gives a clear audio signal, and the outer circle rotates clockwise by one position.
 - Repeat until a full round is made.
 - Afterwards, the learners, full of new ideas, go back to their drawing desk and try out new ways, or stick to their own.
 - 15 min before the ending, everybody tidies up their workspace. The mentor collects the drawings and preserves them for the final expo.

VARIATION: if the learner number is uneven, the mentor participates in the circle discussions as well.

ADDITIONAL RESOURCES:

- Theory background:

Brandoff, Rachel. (2017). Creativity in Art Therapy. 10.4018/978-1-5225-0504-4.ch015.

Kraft, U. (2005). Unleashing creativity. *Scientific American Mind*, 16(1), 16-23.
<https://doi.org/10.1038/scientificamericanmind0405-16>

Lowenfeld, V., & Brittain, W. L. (1987). Creative and mental growth (8th ed.). New York, NY: MacMillan.

Maslow, A. H. (1971). The farther reaches of human nature. New York: Viking Press.

Unger, E. (1995). One thousand penises: Working with adolescent groups. *Art Therapy: Journal of the American Art Therapy Association*, 12(2), 132–134. doi:10.1080/07421656.1995.10759144

- Resources for the activities:

Inside Outside Circle:

<http://www.theteachertoolkit.com/index.php/tool/inside-outside-circles>

Bikes:

<https://twistedstifter.com/2016/04/artist-asks-people-to-draw-bicycle-from-memory-and-renders-results/>

UNIT 2: DIVERGENT THINKING 2 - COFFEE STAINS AND HAPPY ACCIDENTS

LEARNING OBJECTIVES

The clear intention of this unit is an upgrade in learning and experiencing the process of divergent thinking. Divergent thinking (in opposite of convergent thinking process – like resolving quiz puzzles, also resolving only one specific topic or problem, etc.) enables more pathways or ways to different solutions (this way of thinking resembles i.e. an architect, trying to build a house) and is very much connected to creativity – by the latter, the aim of this unit is to engage elements of art therapy as means of positive impact on learners mental processes (enhancing imagination), retaining and sharing information/opinions, freedom of expression in a safe environment as well as personal wellbeing. While implementing different exercises, this unit is aimed at increasing physical, mental and emotional wellbeing no matter the age of learners.

Within this unit, the mentor of the workshop operates as a catalyst of exchange between learners, establishing a safe environment for all by all means – to give information, instructions, to encourage and foster the individual and group process building on knowledge, skills and competencies of learners.

The learning objectives of Unit 2 are thus aimed at increasing self-awareness (through a creative process of painting and drawings), reducing anxiety (non-judgemental and safe environment for artistic expression), improving social and interpersonal skills (using the variations of exercises to connect group members, exchange thoughts and help in painting etc.)

SESSION OUTLINE

UNIT 2: DIVERGENT THINKING 2 - COFFEE STAINS AND HAPPY ACCIDENTS			
Topic	Learning outcomes	Duration	Training activities
I. Building bridges to creativity <i>(example)</i>	<p>- The learner will be able to recognize and apply personal creative potential in different environments both individually and in group</p> <p>The learner will be able to demonstrate at least 1 way of using art aids and everyday objects in a creative way.</p>	3 hours	<p>1st Activity: <i>Turning “accidents” into doodles</i></p> <p>2nd Activity <i>Exploring ways of creativity</i></p>
II. Fractal painting as means of relaxation, positive self-perception	<p>The learner will be able to practice concentration, sensory and fine motoric skills.</p> <p>The learner will be able to relate to and value personal strengths.</p>	1 hour	<p>Activity: <i>Drawing upon senses</i></p>
TOTAL SESSION DURATION		4h	

SESSION DEVELOPMENT

TOPIC 1: BUILDING BRIDGES TO CREATIVITY

Exercises gathered in this unit are showcasing the potential of connecting elements of art therapy, creativity, and divergent thinking. Within recent years art therapy (AT), with its various approaches, has showcased many positive benefits to different societal groups.

The American Art Therapy Association defines Art Therapy as “an integrative mental health and human services profession that enriches the lives of individuals, families, and communities through active art-making, creative process, applied psychological theory, and human experience within a psychotherapeutic relationship” (American Art Therapy Association, 2017). The use of AT improves cognitive and sensory – motor functions, positively affects self-esteem and self-awareness and also cultivates emotional resilience, enhances social skills etc. (ibidem, 2017). Physical, mental and emotional welfare improvement in individuals are strongly connected to its creative process in artistic expression – the latter helps resolving problems and conflicts, develop interpersonal skills, reduce anxiety and gain introspectiveness into these processes (Kovač, 2017).

This approach enables the individual (or a group) a freedom of expression in a safe environment thus having the ability to experience new pathways to the desired solutions in a creative and playful way.

TURNING “ACCIDENTS” INTO DOODLES

DURATION: 2 hours

15 minutes to introduce the exercise, the use of material, 15 minutes for preparation of the material and a visualization exercise, 1 hour of free flow drawing.

PURPOSE: Offering the learners the possibility to work with an unusual set of material as in opposite to oil painting, crayons or watercolours. There is simply no rule what kind of technique a learner should use. This exercise is aimed at empowerment for the creative process within painting itself, since the use of material and tools is left up to learners.

N. LEARNERS: Up to 15 learners

MATERIALS: water, coffee, coffee maker or option for boiling water, brushes of different sizes, simple wooden sticks no matter the size, old newspaper, white canvas paper or simple printing paper of bigger format.

INSTRUCTIONS:

- Provide a space big enough for learners to be able to choose an area for themselves, thus close enough to materials needed for this exercise.
- Invite learners to an unusual process of preparing the “paint” which in this case is coffee (you can invite learners to discuss the potential of using such material i.e. like usual water colours, thus now using the sediment, whole coffee as a drink etc. ...). For the canvas provide at least 2 choices: newspaper and white paper of different sizes.

- Do not intervene in the learners' choice of material to work with as i.e. decision on painting on old newspaper or white canvas or regular printing paper of a larger size. Encourage thought to try out both.
- Invite the learners to rethink what they would like to paint with the coffee: is it a motive from nature, a feeling they would like to express or simply an object/animal/plant/other things they see in their surroundings etc. and would like to replicate it.
- Save the created paintings for the final phase of Module 1 – to create an art exhibition.
- If using any variations of this exercise, make sure you provide additional material like crayons, charcoal, markers, pens (see idea design phase in the resources, there are many options).
- Invite the learners to a short discussion on how they have created their pieces.

VARIATIONS: You can lead this exercise also in a more expressive way – pouring the cooled down coffee on a larger canvas or a paper collage. The latter can be done individually or by the whole group, creating a painting together. Whether doing this individually or in a group, you can upgrade the exercise after you have a coffee stained the canvas – invite learners to further explore what this painting symbolizes and support the creative process with questioning: would you see any way of supplementing this picture, how to? What kind of objects or symbols do you maybe see in the drawing?...

Options for creating a unique approach within this exercise are numerous – do not be afraid to offer additional material such as crayons, pencils for drawing lines and similar.

EXPLORING WAYS OF CREATIVITY

DURATION: 1 hour

Explaining the exercise for 10 minutes and showcasing the material, a min of 40 min for the process of exercise and final group feedback for about 20 minutes.

PURPOSE: This exercise is about exploring the possibility of divergent thinking to a problem and optional to get back to convergent thinking within variation of the exercise.

N. LEARNERS: Up to 15 learners

MATERIALS: A string/rope/thicker thread several meters long, scissors, paper bucket, a piece of cloth, a stone, a spoon, Duct tape, a plastic bottle full of water. All of the materials are to be provided for each group (minimum 3 sets).

INSTRUCTIONS:

- Divide learners in groups. Make sure the groups can be in a separate place to not see each other's work. Explain that the objective of the exercise is to find out how to use the materials provided for a new object of practical use. The learners decide whether they will use all of the material provided or not.

- After completing the exercise, let the learners present their object, put together based on the material provided.
- After the presentation, let other learners intervene in the discussion, expressing their own view on how they would make use of the object, or if they would make something different.

VARIATIONS: You can extend the exercise – after completion of a new object you can invite the learners to choose the most important/relevant/exceptional of them all and inviting them to rethink the design to reach the same purpose as initially in the first part of the exercise as a shift between convergent and divergent thinking.

TOPIC 2: FRACTAL PAINTING AS MEANS OF RELAXATION, POSITIVE SELF-PERCEPTION

A fractal painting / drawing is a relatively new method, and with its typology it can be represented as an intersection between art therapy and also holistic psycho counselling approaches in working with different clients. It is aimed at reducing stress and tension, improving concentration, fine motoric skills, creativity, independence and contributing to positive self-image. Observing our natural environment (both social and nature) we can hardly see only strict lines of objects; to go even further, being put “in a box” (expectations, opinions etc. of others) is hard as every person is unique and special. The creative process of fractal drawing includes these thoughts and helps learner to also accept all the positive sides of the self.

DRAWING UPON SENSES

DURATION: 1 hour

Shortly explain the exercise, leave the learner enough space for individual work.

PURPOSE: The main aim of this exercise is to enhance the possibility of creative methods contributing to recognition of personal strengths, uniqueness, positive self-perception thus drawing the attention to personal expression rather than to what is “right” or “wrong”.

N. LEARNERS: Up to 15 learners

MATERIALS: A4 blank white paper, colour pencils in different colours – possibly at least a basic set for each learner (crayons optional), pencil sharpener, erasers, simple pencil or black pen.

INSTRUCTIONS:

- This is an individual assignment; make sure all have enough space (a table and a chair, quiet place without distractions).

- Invite the learners to take the pencil, touch the paper, close their eyes and relax, (you can also use some music in the background and to relax by taking a couple of inhales and exhales). You can do a short relaxing intro exercise to relax your body and mind.
- Now, invite them (all have their eyes closed in this phase) to draw a continuous line with the pencil throughout the paper in randomly chosen directions. If they feel they draw over the edge of paper, they can always go back – there is only one rule and that is to not lift the pencil of the paper while drawing (for at least a minute). When the time is over, let everybody see their work and connect the end of the line with the overall drawing (to get a rounded drawing with no endings). In the end let the learners shortly observe their masterpiece.
- In the next stage, also invite learners to close their eyes and intuitively choose the colour pencils from their box. The colouring of the fractal however is to be done with the eyes open.
- Leave the learners to colour all of the empty spaces - the idea is to colour mindfully, in the spaces(lines) as this picture will present our internal world. As we are all different, the drawings will also be different.
- Leave some space to learners, who would be willing to reflect upon their drawings, choice of colours and direct a peaceful conversation on how their drawing can be connected to their strengths and uniqueness – the latter is the key to emphasize the uniqueness of each learner since all drawings will be different.

VARIATIONS: Based upon the target group working with, decide whether to include the discussion in the end or not. Do not forget to collect the paintings as this was the case in the previous topic.

ADDITIONAL RESOURCES:

Basic information to theory background:

- American Art Therapy Association (2017). Retrieved from: https://www.arttherapy.org/upload/2017_DefinitionofProfession.pdf (8.07.2020).
- Kovač, K. (2017) Psihološki portfolio z risbo kot način večje integracije psiholoških in socialnih razvojnih sprememb v adolescence = The Psychological Portfolio with Drawing as a Way of Integrating Psychological and Social Developmental Changes in Adolescence. In: Orel, M. and Jurjevič, S. (editors), *Sodobni pristopi poučevanja prihajajočih generacij / Mednarodna konferenca EDUvision 2017, Ljubljana, 30. november-2. december 2017* (p. 107 – 115). Retrieved 8.07.2020 from: http://www.eduvision.si/Content/Docs/Zbornik%20prispevkov%20EDUvision_2017.pdf
- R. M. Z. (2015) *Zdravljenje z ustvarjanjem*. Retrieved from: <https://www.revijazamojezdravje.si/zdravljenje-z-ustvarjanjem/>
- DUALDIAGNOSIS.ORG (n.d.) *Art Therapy*. Retrieved from: <https://dualdiagnosis.org/treatment-therapies-for-dual-diagnosis-patients/art-therapy/>

- Simion, R. M. (2016) *The Fractal Technique – A Way to Access the Unconscious and to Reduce Stress*. Journal of Experiential Psychotherapy, vol. 19, no 2 (74) June 2016. Retrieved from: https://jep.ro/images/pdf/cuprins_reviste/74_art_2.pdf

For rethinking the possibilities of activities development and variations:

- “Making coffee stain art”: <https://www.youtube.com/watch?v=L4Ao93Ssd7k>
- “Spill coffee, make art”: https://www.youtube.com/watch?v=_MAoAunYMcg
- Coffee Painting Village Scenery | Simple & Easy Painting: <https://www.youtube.com/watch?v=5-l2jQmuQ-l>
- Klemmer, S. (n.d.) *Expressive Art Inspirations*. Retrieved from: <https://intuitivecreativity.typepad.com/expressiveartinspirations/100-art-therapy-exercises.html>
- Creative exercise: Close your eyes to draw better. Retrieved from: <http://www.pikaland.com/2013/12/03/creative-exercise-close-your-eyes-to-draw-better/>
- How to - Relax with drawing fractals. Retrieved from: <https://www.youtube.com/watch?v=JSBV3UGqLJg>

UNIT 3 - THE OBSTACLES ARE JUST NEW ADVENTURES: SOME MORE CREATIVE EXERCISES TO LET YOURSELF GO

The learning objective of this unit is **promoting creativity, awareness and divergent thinking by using handcrafting techniques**. Drawing and painting are used in art therapy to acquire or enhance the ability of an individual to connect to his/her own emotions and represent them in a fantastic dimension through form and colour. In fact, drawing has three different meanings: a playful meaning (to create), a narrative meaning (to tell about himself/ herself), and a cognitive meaning (to ask and answer questions). Drawing in particular allows taking out personal conflicts and actually facing them without even speaking about them. Since art in general is supposed to be an original product, after going through a creative process, divergent thinking seems to be a perfect tool in order to find and develop artistic ideas. In fact, divergent thinking is the basic activity of a creative process, since it is defined as the ability to produce a diversity of responses to an open-ended problem (Guildford, 1959). When it comes to arts, the “problem” is simply the final outcome: the application of the divergent thinking method to creative processes simply implies more freedom than usual for what concerns the material to be used, the path to be followed and the rules which apply. This unit has been thought of as a way to experiment by engaging the learners in simple activities, such as making collages/sculptures, drawing and writing, while the obstacles to overcome by resorting to creativity and originality are given by the unusual approaches and the uncommon materials.

LEARNING OBJECTIVES

- learn how to express your own ideas;
- approach to a problem with creativity and fantasy;
- stimulate divergent thinking;
- combine divergent thinking with convergent thinking;
- improve flexibility;
- enhance originality.

SESSION OUTLINE

UNIT 3: The obstacles are just new adventures			
Topic	Learning outcomes	Duration	Training activities
1. Mixing up with different categories of art	<p>The learners will learn how to overcome a limit without giving up on something they like;</p> <p>The learners will understand how to better face problems;</p>	1 h	Activity 1: Draw a song
2. Writing with originality and fantasy, enhancing optimism and flexibility	<ul style="list-style-type: none"> - The learners will have the chance to write a story by giving a new meaning to words which usually have a negative meaning; - The learners will improve their capacity to turn a negative into a positive; - The learners will improve their ability to generate ideas. 	1 h and a half	Activity 2: Give a new meaning to the wor(l)d
3. Using uncommon materials with creativity	<p>The learners will be able to rethink the use of recycled materials, which will be the main tools to be used in this activity;</p> <p>The learners will understand how to better face problems;</p> <p>The learners will explore their own possibilities;</p>	1 h and a half	Activity 3: “Convert” yourself
TOTAL SESSION DURATION		4h	

SESSION DEVELOPMENT

TOPIC 1: MIXING UP WITH DIFFERENT CATEGORIES OF ART

Jillian Levy (2017) listed the six major health benefits of music therapy:

- 1) *It reduces anxiety and physical effects of stress;*
- 2) *It improves healing;*
- 3) *It can help manage Parkinson's and Alzheimer's disease;*
- 4) *It reduces depression and other symptoms in the elderly;*
- 5) *It helps to reduce symptoms of psychological disorders including schizophrenia;*
- 6) *Music therapy improves self-expression and communication.*

Music therapy is a type of creative therapy which, as art therapy does, helps the healing process of those who practise it. It doesn't matter whether you make music or you simply listen to it: this practice will most probably help calming down, reduce anxiety and stimulate creativity. Since art in general is supposed to be a creative product, divergent thinking seems to be a perfect tool in order to find and develop artistic ideas. Furthermore, dealing with different types of art itself, namely music and drawing, can improve the flexibility of the individuals who practice it, enhancing divergent thinking processes.

DRAW A SONG

DURATION: 10 minutes to describe the activity; 40 minutes to realize the work of art; 10 minutes of discussion.

PURPOSE: The learners will have the chance to use and therefore enhance their imagination by drawing the sensations they feel/the story they imagine behind while they are listening to different songs. In this activity, they will feel a deep connection with the music even if they do not play any instruments. Art as a whole can be practiced without boundaries: it may just be adjusted to the ability of each of us. In this case, instead of writing a music score, the learners will make music by drawing it.

N. LEARNERS: Up to 15 learners.

MATERIALS: Music player; Big and/or small coloured or white papers/canvas; Coloured/black pencils, oil pastels, markers or crayons; Pens; Pencils; Paint brushes.

INSTRUCTIONS:

- Explain the activity and the purpose of it to the learners;
- Provide a space big enough for learners to be able to work on their drawings;
- Provide the materials;
- Invite the learners to start working on the creation of the art product, by putting on the music. During the creative process, do not intervene, unless some of the learners have special needs and, therefore, an additional support is required;

- Invite the learners to a short discussion, during which they can explain how they felt/what they thought while listening to the music;
- Save the created paintings for the final phase of Module 1 – to create an art exhibition.

RESOURCES:

Music which can be used to draw upon

<https://www.youtube.com/watch?v=WDxMas784iY>

TOPIC 2: WRITING WITH ORIGINALITY AND FANTASY, ENHANCING OPTIMISM AND FLEXIBILITY

In order to have an innovative solution, it is necessary to reverse the starting points and use apparently distant hypotheses. It is precisely divergent thinking that most characterizes the profile of creative subjects. This way of thinking allows the production of ideas and contents that would normally be inhibited in favor of a usual form of thought, dominated by routine cognitive strategies, very useful for responding to ordinary situations, but based on already acquired knowledge; it is therefore a question of reproductive thinking, rapid and effective, which nevertheless limits the search for new connections between concepts, for originals and creative solutions. One of the techniques used in order to stimulate divergent thinking is free-writing. When free-writing, a person has to write down whatever comes to his/her mind about a given topic, without stopping to proofread or revise what he/she has written so far.

GIVE A NEW MEANING TO THE WOR(L)D

DURATION: 10 minutes to describe the activity; 1 h to realize the work of art; 20 minutes of discussion.

PURPOSE: The learners will enhance their creativity and flexibility by writing a story with the technique of free- writing. However, they will be given words with negative meanings and they should use them by turning their meaning into a positive one. This activity not only will increase the originality of the learners, but it will also empower them by providing the opportunity to change the wor(l)d and making it better.

N. LEARNERS: Up to 15 learners.

MATERIALS: Big and/or small coloured or white papers; Coloured/black pencils, oil pastels, markers or crayons; Pens; Pencils; Paint brushes.

INSTRUCTIONS:

- Explain the activity and the purpose of it to the learners;
- Provide a space big enough for learners to be able to work on their writings;
- Provide the materials and the words with negative meanings. For example: Ugly; sad; weird; crazy; to fail; to hurt; impossible; rejection; stupid; sick; yelling; bullying; offense.

- Invite the learners to start working on the creation of the art product. During the creative process, do not intervene, unless some of the learners have special needs and, therefore, an additional support is required;
- Invite the learners to a short discussion, during which they can explain how they changed the meaning of the words;
- Save the created paintings for the final phase of Module 1 – to create an art exhibition.

VARIATIONS: the facilitators may opt for the realization of a comic-strip. The list of materials above provides the materials needed whether this variation would be chosen.

ADDITIONAL RESOURCES

- de Bono, E. (1992). *Serious Creativity: Using the Power of Lateral Thinking to Create New Ideas*. London: Harper Collins Publisher, Ltd.
- Dietrich, A., Kanso, R., A review of EEG, ERP, and neuroimaging studies of creativity and insight *Psychological Bulletin*, 136 (2010), pp. 822-848
- Guilford, J. P. (1959). Three faces of intellect. *American Psychologist*, 14, 469–479.
- Leamy, M., Bird, V., Le Boutillier, C., Williams, J. and Slade, M. (2011) Conceptual framework for personal recovery in mental health: systematic review and narrative synthesis. *British Journal of Psychiatry*. 119, 445-452.
- Levine, S. (2011). Art opens to the world: Expressive art and social action. In E. Levine, & S. Levine. (Eds.) *Art In action: Expressive arts therapy and social change* (pp. 21-31). Jessica Kingsley: London.
- Levy, J (2017), *Music Therapy: Benefits and Uses for Anxiety, Depression*.
- Luckman, S. (2018). How craft is good for our health. *The Conversation*, 1. Retrieved from <https://theconversation.com/how-craft-is-good-for-our-health-98755>.
- Van de Kamp, M.-T., Van Drie, J., Admiraal, W., & Rijlaarsdam, G. (2014). Enhancing divergent thinking in visual arts education: Effects of explicit instruction of meta-cognition. *British Journal of Educational Psychology*, 47–58. Retrieved from https://www.researchgate.net/publication/268816396_Enhancing_divergent_thinking_in_visual_arts_education_Effects_of_explicit_instruction_of_meta-cognition

TOPIC 3: USING UNCOMMON MATERIALS WITH CREATIVITY

As Dietrich and Kanso (2010) said, “all progress and innovation depend on our ability to change existing thinking patterns, break with the present, and build something new” (p. 822). Coming up with new ideas concerning the use of everyday materials is certainly a way to enhance the originality and flexibility of those who practice it. When it comes to divergent thinking it is therefore important to create a non-judgmental environment, where all the different ideas are allowed, where the process of making art is more important than the final outcomes and where the learners are encouraged to take risks. For what concerns art therapy, it has been proven to foster healing and mental well-being, by helping people explore their emotions, developing self-awareness and self-esteem, enhancing empowerment and learning new skills. Drawing and painting, in particular, are used in order to make people connect to their emotions, without even speaking about them.

“CONVERT” YOURSELF

DURATION: 10 minutes to describe the activity; 20 minutes to choose the recycled materials to be used and think about how to use them; 45 minutes to realize the work of art; 15 minutes of discussion.

PURPOSE: The learners will have the chance to use recycled materials in order to make art. As well as the recycling is defined as the conversion of materials into new forms, the learners should convert the idea of themselves, through the creation of a collage/sculpture in which their weaknesses are turned into strengths.

N. LEARNERS: Up to 15 learners.

MATERIALS: Recycled materials (broken pottery, plastic bottles and bags, newspapers, cardboards, food packaging, etc.); Big and/or small coloured or white papers where to paste the pieces of recycled materials (however these won't be used whether the learners will choose to create a sculpture instead of a collage); Coloured/black pencils, oil pastels, markers or crayon (to refine the art creations); Glue; Scissors; Pens; Pencils.

INSTRUCTIONS:

- Explain the activity and the purpose of it to the learners;
- Provide a space big enough for learners to be able to work on their collage/sculpture;
- Go outside with the learners for a walk, during which they can collect some materials to be used. Alternatively, the facilitators can gather in advance the recycled materials and show them to the learners, who should have total freedom in picking the ones they want to use;
- Invite the learners to start working on the creation of the art product, by making them take in mind that they have to represent a positive image of themselves. During the

creative process, do not intervene, unless some of the learners have special needs and, therefore, an additional support is required;

- Invite the learners to a short discussion, during which they can explain the double conversion they made, both on the materials and on themselves;
- Save the created paintings for the final phase of Module 1 – to create an art exhibition.

VARIATIONS: *the facilitators may opt between the creation of a collage or a sculpture.*

RESOURCES: Example of how to make a collage with recycled materials
<https://www.youtube.com/watch?v=XM8SjStqSWw>

UNIT 4 - EXPERIMENTATION WITH UNCONVENTIONAL DRAWING TOOLS

LEARNING OBJECTIVES

So far, in this module, the learners have learned that they can all make art in their very own, unique way; they should know by now that “talent” is not what we are looking for here, but rather a behaviour of a creative person:

The learners are encouraged to make choices about their art tools and methods, reflect and discuss about them, try out new things and work with what seems best to them.

They should raise their own self-esteem by trying to stay within their possibilities, without caring about their own flaws. We are trying to focus on their strengths, and encourage the learners to think outside the box.

Especially in this session, the creative thinking will be fostered, as the learners will be offered a vast variety of everyday materials and waste, and will have to figure out by themselves how to turn this waste into functioning art supplies.

Over the course of units 4 and 5, the learners will live through the everyday work of an artist, and will experience the uncertainty, excitement, doubt and joy that come with it, as they challenge their own creativity, let go of their fears of failures, and try to find positives in the negatives.

SESSION OUTLINE:

UNIT 4: EXPERIMENTATION WITH UNCONVENTIONAL DRAWING TOOLS			
Topic	Learning outcomes	Duration	Training activities
1. Introduction: visual input: how do people do art? Videos	- <i>the learner should see that there is no limit to what can be done with basic materials</i>	15 min	1st Activity: get familiar with experimental drawing techniques
2. Guided experiment: grab a brush and find all the ways you can paint with it	- the learner should show flexibility and find more purposes of a tool by misusing it	40 min	Guided experiment: grab a brush and find all the ways you can draw or paint with it.
3. Grab a random object and use it to draw.	- the learner produces several drawings while using unconventional tools and dyes	2 hours	Drawing with random objects and random paints
4. Analysis and reflection	- the learner reflects: what do I like doing? - what tool makes me feel the best?	30 min	Reflection: what techniques worked well for you?
5. Homework: look for a fun tool / object / liquid you could use to draw.	- based on previous experiences, the learner thinks about other interesting objects that could be used to draw, and discusses them with others, too.	20 min	Select fun tools at home.
TOTAL SESSION DURATION		4h	

SESSION DEVELOPMENT:

Over the course of units 4 and 5, the learners will get to explore like artists do it every day, in a condensed form.

1. Discovery — “This thing, what does it do? What can I make with it? This stick, this pen, this hammer?”
2. Exploration — “Now I’ve used this hammer for years making chairs, what else can I make with it?”
3. Expansion — “Now I’ve made tables, cabinets, chairs of course, and a dog house. What if I were to do variations on these, change things up from how they’ve been done before?”
4. Manifestation — “I’ve always had this vision, hard to describe because it’s never been seen- but I’ll do my best to build it, and then I’ll find out if I was right about it.”
5. Transition — “I know a lot about hammers and nails but not much about brushes and canvases, what would emerge if I tested these things out?”
6. Revelation — “What would happen if I were to set out with no course at all, just like in the very beginning, and see if I can stumble on something neither I nor anyone else could have anticipated? I will meander, I will see what falls out in the process, I will make myself an open gate with no intention for a while.

In these units, we are breezing through the first 5 points of this process, by trying to shake off all previous experiences that we have with certain materials; the learners will explore with the sole point of exploring, and will thereby have to come to terms with making things they don’t like, learning from them, tweaking them, trying again, and achieving something they like. They need to persist.

The mentor’s role is to provide them with the safe space to let them experiment, and to give small nudges if the task does seem overwhelming at times.

During this lesson, it is useful to start with the concrete, the familiar: the paint brush; we use it, then misuse it, and then turn our attention to less familiar or completely new drawing tools.

TOPIC 1: INTRODUCTION: VISUAL INPUT: HOW DO PEOPLE MAKE ART? VIDEOS

DURATION: 15-30 min, depending on interest level of the learners

PURPOSE: A small introduction into the artist's mind and how an artist works. We step away from paintbrushes and look at artists that work with different tools.

N. LEARNERS: **Up to 15 learners**

MATERIAL: 1 computer with projector and speakers

INSTRUCTIONS:

- show some of the videos listed below and discuss them:

-> what tools are used, and how?

Does this all count as drawing/painting?

What looks the most interesting?

RESOURCES

Depending on your audience, you can either opt for more general videos about an artist's work, like Jackson Pollock:

- https://www.youtube.com/watch?v=EncR_T0faKM

or for more concrete videos with tangible ideas for the learners, such as painting with toy cars or everyday items

- <https://www.youtube.com/watch?v=PG1Hxqap9Cw>

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

- <https://www.youtube.com/watch?v=4ADM98SUZyo>

- <https://www.youtube.com/watch?v=g6QdZmpGJ8c> (Art by accident)

TOPIC 2: GUIDED EXPERIMENT: GRAB A BRUSH AND FIND ALL THE WAYS YOU CAN DRAW OR PAINT WITH IT.

DURATION: 10min to prepare for the task, get dressed, 20min for the task

PURPOSE: activating the creativity and playing with the limits of a certain tool, then going beyond the limits.

MATERIALS: Every learner needs clothes that can get dirty.
The mentor provides the other drawing supplies needed:

Paper, brushes, gouache or acrylic paint, cups.

Unconventional colours: coffee, food colouring, juice, some condiments... the options are endless.

Unconventional drawing tools: toilet rolls, plastic bottles, bags, plants, food items, old toys... yet again, the options are limitless.

Also, cleaning products and newspapers need to be foreseen to facilitate the clean-up.

INSTRUCTIONS:

- every learner puts on protective clothing that can get dirty
 - every learner covers their bench with newspaper / plastic
 - hand every learner a brush, a sheet of paper and some paint.
 - explain: you need to find as many ways as possible to draw with the brush.
- observe: how do they draw? With the brush part? The handle? Do they splash paint as well?

VARIATIONS: if the ideas run out, encourage the learners to think about the videos, and don't shy back to show alternative uses of the brush; often, a small stimulus by the mentor can help.

TOPIC 3: DRAWING WITH RANDOM OBJECTS AND RANDOM PAINTS

DURATION: 10min to prepare for the task, 2 hours to experiment

PURPOSE: activating the creativity and playing with the limits of objects: what can one use to draw? Experiment, make mistakes, reflect, and adapt.

MATERIALS: Every learner needs clothes that can get dirty. The mentor provides the other drawing supplies needed: Paper, brushes, gouache or acrylic paint, cups. Unconventional colours: coffee, food colouring, juice, some condiments... the options are endless. Unconventional drawing tools: toilet rolls, plastic bottles, bags, plants, food items, old toys... yet again, the options are limitless. Also, cleaning products and newspapers need to be foreseen to facilitate the clean-up. Scissors and tape can be useful as well.

INSTRUCTIONS:

After the more limited experimentation with a familiar tool, the same exercise should be done with less common drawing tools.

The mentor has foreseen a wide array of everyday items; they should be set up on a table that serves as the toolbox. The learners are invited to choose one single tool, take it to their bench, and start drawing with it. The objects can be used as such, or altered with scissors. The learners should try to use their object as a stamp, as a brush, as a spraying device... exploration is encouraged in a safe environment. The mentor acts as a coach, walks around, asks about the process, and helps assess: what can be done differently, can one go further with a certain tool?

The learners are also welcomed to look at what the others do, get inspired, try out new things; they are free to exchange their tools. The aim is to find something that works for you and feels comfortable,

VARIATIONS: for those who are even more adventurous, some alternative paint can also be foreseen; maybe someone wants to draw with coffee or other natural dyes again? If the group seems shy and hesitant, it might be good to limit the array of materials on offer, and explore those more thoroughly. A large choice can be terrifying.

TOPIC 4: REFLECTION AND ANALYSIS

DURATION: 30 min

PURPOSE: taking a step back after experimentation: the learners look at their produced work and reflect on what worked best for them. They can also explain their process to others, to verbalize their thoughts. In doing so, they can be aware of their creativity and get feedback from others.

INSTRUCTIONS:

- everybody stops drawing and looks at his own paintings. Think for yourself: what did you do, and how did you feel while doing it?
What tool seemed right to you, and delivered the most satisfying results? What surprised you? What frustrated you? What will you explore more?
- talk to your peers about it; start with your neighbour, and then others.

This process of reflection and articulation is important is the basis of the final unit, the exposition with all the gathered works. As an artist, you should be able to define what exactly makes your art special.

TOPIC 5: HOMEWORK

DURATION: 10 min

PURPOSE: The creative process that was engaged today should continue outside of the classroom; in order to push further, the learners should look for an interesting, unexpected drawing tool at home: they should look at random objects and ask themselves: HOW can I draw with this? It's another exercise to boost divergent thinking.

MATERIAL:

INSTRUCTIONS:

- explain the homework to the students:
you've worked with a lot of new, interesting tools and have shown great creativity with them. Now, continue that great work at home: think about what else you could use to make some art, but please don't bring brushes or pencils. Look at everyday objects and ask yourself, how you could misuse them to make art!

- afterwards, everybody cleans up his station, and the mentor gathers the artwork, to store it until the final exposition.

UNIT 5 - FREE ARTISTIC EXPRESSION WITH UNCONVENTIONAL DRAWING TOOLS

LEARNING OBJECTIVES:

Unit 5 is the logical follow-up to unit 4; the tasks that the learners perform are similar, but they are encouraged to go deeper in their reflections and push their creativity even further.

The learners are encouraged to make choices about their art tools and methods, reflect and explain them, try out new things and work with what seems best to them.

They should raise their own self-esteem by trying to stay within their possibilities, without caring about their own flaws. We are trying to focus on their strengths, and encourage the learners to think outside the box.

Especially in this session, the creative thinking will be fostered, as the learners will be offered a vast variety of everyday materials and waste, and will have to figure out by themselves how to turn this waste into functioning art supplies.

Over units 4 and 5, the learners will live through the everyday work of an artist, and will experience the uncertainty, excitement, doubt and joy that come with it, as they challenge their own creativity, let go of their fears of failures, and try to find positives in the negatives.

At the end of this session, the learners should also make a first selection of their favourite productions, and be able to justify their choices.

SESSION OUTLINE

UNIT 5: FREE ARTISTIC EXPRESSION WITH UNCONVENTIONAL DRAWING TOOLS			
Topic	Learning outcomes	⌚ Duration	Training activities
1. What did you bring? Exploration	- <i>the learner should explore the limits and possibilities of his own tool</i>	90 min	Experimentation with own objects
2. Experimenting with the new tool, different colours, paints	- the learner should explain his tool to others and articulate his procedure. - the learner should make one attempt with someone else's tool at least	90 min	Inside-outside circle Creation
3. Preparation of the expo	- the learners should explain their tool and its possibilities clearly - the learners should think of even more ways to use an object	1 hour	Preselection of artworks
TOTAL SESSION DURATION		4h	

SESSION DEVELOPMENT:

TOPIC 1: WHAT DID YOU BRING? EXPLORATION.

PURPOSE: As homework, everybody had to think about random objects to paint with at home, and bring one or several of them to class. In order to activate the thinking process and / or get even more ideas, the learners can show the object to their neighbour and exchange even more ideas.

In this part, the learners should try to make art with the objects they brought from home. Rather than overthinking, they should just experiment and accept that not all attempts are necessarily satisfying, but all of them are opportunities to refine their work. They need to see the positives in negatives, and reflect their practice.

DURATION: 10min for preparation, 80min of creation

N. LEARNERS: **Up to 15 learners**

MATERIALS: Clothes that can get dirty, unusual objects to draw with, paper, gouache or acrylic paint.

INSTRUCTIONS:

Free experimentation with your new drawing tool from home. There are also still tools available in the classroom. If you like, you can exchange tools with classmates, too.

VARIATIONS: In case somebody didn't bring any objects, make sure that there are some other things available for them, or encourage them to talk to others and explore possibilities together.

TOPIC 2: EXPERIMENTING WITH THE NEW TOOL, DIFFERENT COLOURS, PAINTS

PURPOSE: First, the learners need to explain their creative process to peers, to get aware of their own unique ideas; then they can listen to feedback and eventually try even more new things.

DURATION: 20min for inside/outside circle, 70 min of creation

N. LEARNERS: **Up to 15 learners**

MATERIALS: Clothes that can get dirty, unusual objects to draw with, paper, gouache or acrylic paint.

INSTRUCTIONS:

- every learner takes his random object from home and a painting made with it. (If they don't have one, give them something from the material table).
 - divide the class in 2 groups, and form 2 circles, one inside the other, so that every learner from the inner circle talks to one from the outside circle.
 - like in speed dating, they get 2 minutes to talk to each other and explain what they did and whether they enjoyed it; roughly 1 minute each.
 - after one minute, the mentor gives a clear audio signal, and the outer circle rotates clockwise by one position.
- Repeat until a full round is made.

Experimentation:

After getting more input and talking about their own way of painting, the artists are invited to trade tools among each other and experiment with them.
Alternatively, they can also go back to their own tools and explore some more possibilities that were suggested by peers.

TOPIC 3: PREPARATION OF THE EXPO

PURPOSE: after having painted throughout close to 20 hours, it is time to take a step back and take a look at all of the output: do the learners see a progress in their work?

It is a good moment to reflect and analyse: where did I start and what did I end up doing? Most importantly, the learners should see that even without explicit artistic “talent”, they can produce quite a lot of interesting art. Now is also the moment to maybe see if you can improve / change older drawings based on your new confidence and discoveries.

This same realization should apply to other areas in life as well: don't let your presumed limits stop you from doing great things!

DURATION:, 30-40 min for selection of artwork and reflection, 20 min for cleaning up

N. LEARNERS: **Up to 15 learners**

MATERIALS: All of the collected artwork, and plenty of space to spread it on the floor or on tables

INSTRUCTIONS:

- afterwards, give everyone their collected artwork from all the previous units back, and ask them to:
- spread it in front of them and divide it into 2 piles: paintings that they like and those that they don't like as much.
- take a closer look at the favourite paintings: what makes them so special?

This work is however merely a preparation for the next unit, where the learners will actually curate their own small exposition and get to talk a bit more about their own experiences.

- if anyone wants to embellish an older drawing in combination with a new method, now is the time to do it.

- In the end, all of the drawings are collected again, and everybody cleans up their section and tools.

VARIATION: if some learners have a harder time to show enthusiasm for their own work, have other learners look at it and help with the selection: point at drawings and ask how they were made.

UNIT 6 - GALLERY WALK: PRESENT YOUR WORKS AND YOUR IDEAS

LEARNING OBJECTIVES

This unit consolidates the experience and creative process highlights experienced in the previous units. Up till this last unit, the learners have experienced many approaches for enhancement of creativity potential and thinking out of the box. By this time, quite a lot of material was already created, maybe also photos of the group and individual work are created to showcase the creative path within the first five units.

The clear intention of this unit is to familiarize the learner with creative processes and lessons learned previously by combining short, easy exercises for divergent thinking and at the end to enable learners to create their own event - gallery project within organisational possibilities. This unit is highly connected to practical use of the previous processes, thus enabling learners to highlight and internalize their achievements as an element of empowerment. It builds on personal determination, that there are many possibilities for expression and thus offering the possibility to create a project of your own.

SESSION OUTLINE

UNIT DIVERGENT THINKING 2 - Present your works and your ideas			
Topic	Learning outcomes	Duration	Training activities
1. Reflecting creativity <i>(example)</i>	- The learner will be able to value elements of creative processes.	1,5 hours	1st Activity: Sketching with eyes closed 2nd Activity Illusion drawing 2nd Activity 30 circles exercise
2. Our own project exhibition	The learner will be able to employ the gained competencies and apply them in a new setting – independent personal presentation.	2,5 hours	Activity: Small project set up
TOTAL SESSION DURATION		4h	

SESSION DEVELOPMENT

TOPIC 1: CREATIVE REFLECTING

Divergent thinking itself can be quite a challenge no matter the target group we work with. Having in mind the target group of the ENABLE project it is even more important that this process is fun oriented, leaving learners experience specifics of a creative process with the clear intention that there is no right or wrong – that it is the process that matters and that we are all different which also makes us unique. The exercises in this unit draw an invisible connecting line as an intersection between artistic creation and divergent thinking, thus turning the focus toward the 2nd topic of preparing a small event in the next topic.

SKETCHING WITH EYES CLOSED

DURATION: 0,5 hour

Shortly explain the exercise, leave the learner enough space for individual work.

PURPOSE: The main aim of this exercise is to experience the connection between what we want to see and what we think we see. It offers an experience to everyday life situations that can be complicated and can cause internal disharmony.

N. LEARNERS: Up to 15 learners

MATERIALS: A4 blank white paper, pencil sharpener, simple pencil or black pen.

INSTRUCTIONS:

- This is an individual assignment; make sure all have enough space (a table and a chair, quiet place without distractions).
- Invite the learners to take a close look at their hand, its structure and lines on fingers and palms. Let them observe the hand for a while.
- Now, invite them to sketch their hand (palms and fingers) – however, the trick is, that learners are not allowed to look at their hand and, on the paper, meaning alternately. Encourage them to not look at the paper at all, only at their hand and try to sketch it.
- When the time is over, let everybody see their work and promote discussion about the process. Help yourselves with questions about how they felt in doing this exercise, what was the hardest, how did they manage to concentrate? Etc.

ILLUSION DRAWING

DURATION: 0,5 hour

Shortly explain the exercise, leave the learner enough space for individual work.

PURPOSE: Illusion drawing is fun; it offers opportunities for developing motoric skills as well and is combined with a tricky situation of optical illusion, thus boosting concentration as well.

N. LEARNERS: **Up to 15 learners**

MATERIALS: A4 blank white paper, pencil sharpener, simple pencil or black pen, colour markers with larger head (optional also crayons, charcoal). Rulers or some straight and flat objects for line drawing.

INSTRUCTIONS:

- This is an individual assignment; make sure all have enough space (a table and a chair, quiet place without distractions).
- Invite the learners to the first step – to put their hand on a blank piece of paper and draw the line all around it.
- Now, the learners have to draw horizontal lines from one side of the page to another, only the hand remains without lines. Afterwards, the ends of the lines are again connected on both sides of the hand but a bit higher in the shape of a bow. Make sure, the spacing of lines enables enough space for a later colouring of the lines – at least 3 colours, to make an illusion.

VARIATIONS: No particular, if the situation allows, learners can do shading instead of colouring, which is best when using charcoal. Stay flexible if the exercise takes more than half an hour.

30 CIRCLES EXERCISE

DURATION: **0,5 hour**

Shortly explain the exercise, leave the learner enough space for individual work.

PURPOSE: The main of this exercise is to let go of the pressure of quality and concentrate on quantity – however, modification of this exercise needs learners adjusted time consideration about how much time is to be dedicated to drawing. There will be no time to think about how good we sketch what we sketch – corrections are possible later; this can increase personal creativity - you can edit later.

N. LEARNERS: **Up to 15 learners**

MATERIALS: A4 blank white paper with 30 circles in the word format, pencil sharpener, simple pencil or black pen. If needed, you can use a larger piece than A4, also a canvas if necessary and the number of circles is optional – balance between dedicated time and the target group you work with.

INSTRUCTIONS:

- This is an individual assignment; make sure all have enough space (a table and a chair, quiet place without distractions). Evaluate the most suitable timeline for this exercise – anything from 3 minutes to 10 minutes, depending on motoric limitations as well.

- Each learner receives a pre-designed sheet with blank circles on them.
- Challenge the learners to fill up as many of these 30 (or less) circles as possible – the only idea is to insert something, no matter the looks or anything...it can be a theme, thoughts, emojis, personal story etc.
- After all finishes, make a short discussion circle about the greatest challenges of this game – what were they thinking about, did they initially have an idea what to insert, how would they continue if more time was available.

ADDITIONAL RESOURCES

- ARTWORK ARCHIVE (n.d.) 7 Fun Exercises to Quickly Improve Creative Thinking. Retrieved from: <https://www.artworkarchive.com/blog/7-fun-exercises-to-quickly-improve-creative-thinking> 8.07.2020
- Drawing on the Right Side of the Brain - The Official Website of Betty Edwards (n.d.). Retrieved from: <https://www.drawright.com/try-an-exercise>
- How To: Draw 3D Hand! (n.d.) Retrieved from: <https://www.youtube.com/watch?v=AhUbtH01mAY>
- 3D Hand Drawing Step by Step How-To // Trick Art Optical Illusion (n.d.) Retrieved from: <https://www.youtube.com/watch?v=YNEXzvnD7ml>

TOPIC 2: OUR OWN PROJECT EXHIBITION

Module 1 is dedicated to the topic of creativity and includes several accompanying aspects such as problem solving, creating something new. Their interventions will in many cases be connected to self-initiative along with getting an introspective element on personal strengths while crafting. Knowledge and experience in previous units will empower them to step into the next stage – preparing a common small-scale and simple project in terms of an exhibition. The latter requires the reflection of several aspects in different units:

- Capturing the spirit of engagement and personal creativity potential
- Simple gathering of materials/pictures/other entities produced
- Personal annotation on highlights/impact/elements most important to learners

SMALL PROJECT SET UP

DURATION: 2,5 hours

This activity enables the mentors to organise it freely upon their working environment, space available for training and needs/expectations/possible limitations of the target group they are working with.

PURPOSE: The main aim of this exercise is to somewhat round the creative process in the past training and thus highlight the uniqueness of each learner and his/her own process, experienced in the past training.

N. LEARNERS: Up to 15 learners

MATERIALS: any open space with available walls or blackboards for the exhibition deployment, duct tape, string, laundry hooks...

INSTRUCTIONS:

- This is a completely open assignment; make sure all have enough space (a table and a chair, quiet place without distractions).
- Invite the learners to bring together all that was developed in the previous sessions.
- Make a short intro discussion on the best features of the previous sessions and invite them to express what they enjoyed most, what they might take with them through the work in units.
- Now, invite them to prepare a small scale exhibition of their works; make sure you saved all personal work from each learner from previous sessions (also elements, maybe produced by the groups) – each learner decides what his/her exhibition elements are to be presented.
- Each learner will be his/her own designer of spatially deployed artefacts produced in the past sessions.
- Mentors offer help in these assignments, empower learners within possible dilemmas, and how to create the personal exhibition.

- Invite other employees, mentors, staff, volunteers to see the exhibition.

VARIATIONS: No in particular, however, depending on the situation working in and the target groups, you can decide to also make a group exhibition. The only important element is, to include the learners in the process.

MODULE II – EMPOWERMENT

INTRODUCTION

This module aims to **foster activation of learners by enabling them to tap into their inner strengths and gear up for future success.**

The module is designed to (re-align) boost learner's self-confidence, by improving their self-image and motivating them to focus in achieving their goals.

It contributes to enable learners to interpret their own story from a positive perspective and to present themselves focusing on their strengths as a previous step to the creation of video curricula in the Module III – ITC skills.

LEARNING OUTCOMES

After completing this module, learners should be able to:

- Assess their own strengths
- Use their strengths to deal with failures and resist frustration.
- Tell their story in a positive way
- Set personal goals
- Manage stress
- Move to action

CONTENTS

The module is designed **to empower and activate the learners** by guiding them on the discovering of their personal strengths, providing them with tools to increase their resilience, their acceptance of failures and to manage stress, and to set goals and motivating them to take action.

MAIN TOPICS/ TRAINING UNITS

1. Self-image and self-assessment of strengths.
2. Resilience and acceptance of failures and errors.
3. Stress management
4. Self -determination: how to change the own story
5. Goals setting
6. Motivation and action taking.

RECOMMENDATIONS FOR TRAINERS

The Empowerment module in its core elements, through subunits and included exercises, includes an important element – person centred approach and person-centred planning. This approach brings out the dispersion of power relations within the community of practice (referring to different organisations and their beneficiaries benefiting from this curriculum and using it in the future). It emphasizes power sharing, community inclusion, alliances and

planning “things” together. For this module, it is even more important for the facilitator to start all activities in a way, that a feeling of trust, open space judgement free environment is set for all individuals in the group to feel safe thus having the feeling to be heard. The level of personal disclosure through sample exercises is therefore an area to be observed by all means, and also finding a balance to discreetly check personal feelings – this can be done either through ice breaking exercises simple activity that can be repeated before each session – a simple “check in” exercise can come in handy, meaning the facilitator opens the session by checking personal positions of the participants before start and thus steer the tempo, length and other elements important to conduct the session.

Another important aspect of this module is the solutions focused approach and elements of narrative therapy that recently is used more and more in different professional settings of social work in general. Some parts of it can be tracked down within theoretical part of the units and if the facilitator is not quite acquainted with this approach, further information gathering from the side of facilitators might come in handy to use its potential and support throughout the units in the module.

Besides, some of the activities included in this module may require adaptations to the target group. It is highly recommended to count with trainers or support staff from the Psychology field because some activities required introspection and talking about themselves. It is important to build a climate of trust previously to the implementation of this module.

In the following links there are some examples of activities to foster group trust building:

- 10 Ways To Build Trust in a Relationship - PositivePsychology.com

- 20 Team Building Activities to Build Trust Among Coworkers [NEW activities added for remote teams] (tinypulse.com)

- 15 fun team building activities and trust games for the classroom - BookWidgets

UNIT 1 - SELF-IMAGE AND SELF-ASSESSMENT

Self-image is related to what we see when we look in a mirror. However, it actually goes much deeper than that. Self-image refers to how we see ourselves on a more global level, both internally and externally. The Mountain State Centers for Independent Living explains in more details:

"Self-image is how you perceive yourself. It is a number of self-impressions that have built up over time... These self-images can be very positive, giving a person confidence in their thoughts and actions, or negative, making a person doubtful of their capabilities and ideas."

Meanwhile, self-image has a lot to do with self-esteem. After all, how we see ourselves is a big contributing factor to how we feel about ourselves. Yet, self-esteem goes deeper than self-image. Self-esteem is the overall sense of respect for ourselves. It also involves how favorably (or unfavorably) we feel about ourselves.

As consequences, having a negative self-image can certainly influence self-esteem. Having low self-esteem is likely to be accompanied by a negative self-image, but they are at least somewhat independent "self" aspects.

We do understand that self-image is based on our perceptions of reality, which is built over a lifetime and continues to change as we do. It is also something we have some influence over. That is why it is extremely important to build and improve our self-image, which includes our self-esteem. They influence the way we perceive, see, and feel ourselves, which also affect how we implement any steps or choices in achieving our objectives in life.

To achieve the objectives of this unit, we are going to plan and perform some activities related to self-image and self-assessment. The exercises will include individual and group activities.

Individual activities are important to stimulate learners' mind in recognizing their strengths and qualities, knowing their core beliefs and challenging the negative ones, also increasing their self-esteem. Meanwhile, **group activities** can help in bringing learners together to explore and share their ideas creatively. They can also get new inspiration, motivate, and appreciate each other to build their self-image, including their self-esteem.

LEARNING OBJECTIVES

After completing this unit, it is expected that learners will be able to recognize their strengths and positive qualities, challenge their negative core beliefs, also build and increase their self-esteem.

- » Motivate learners in recognizing their strengths and qualities.
- » Motivate learners in identifying themselves with the strengths and qualities they have.
- » Motivate learners in recognizing their core beliefs and challenging the negative ones.
- » Motivate learners in building and increasing their self-esteem.

SESSION OUTLINE

UNIT 1: SELF-IMAGE AND SELF-ASSESSMENT			
Topic	Learning Outcomes	Duration	Training Activities
1) Introduction	» Learners are able to get to know each other.	15-20 minutes	1. Ice breaking activity: ball toss
2) Self-assessment	» Learners will be able to assess their own strengths and qualities.	15 minutes	2. Individual activity: self-esteem inventory
		15 minutes	3. Individual activity: my strengths and qualities
	» Learners can recognize their negative core beliefs and find the contrary of them.	15 minutes	4. Individual activity: identifying and challenging negative core beliefs
		15 minutes	5. Individual activity: self-positive affirmation
3) Identifying, building, and increasing self-esteem	» Learners can understand better about self-esteem. » Learners can understand that they take responsibility for the level of their self-esteem.	1 hour	6. Group activity: identifying and analyzing the scenes from movie "Dead Poets' Society"
		40 minutes	7. Group activity: "Brochure about ME"
	» Learners can identify and elaborate positive qualities about themselves.	1 hour	8. Individual activity: "My Personal Shield"
TOTAL SESSION DURATION		4 h	

SESSION DEVELOPMENT

TOPIC 1: INTRODUCTION

We use the ice breaking at the beginning of a course to help the learners get to know each other. It is important to start the session on a positive note by making sure that all learners feel comfortable. This also means that they are able to get to know each other. In this session, we will use “Ball Toss” activity as the ice breaking.

ICE BREAKING ACTIVITY: BALL TOSS.

DURATION

20 minutes.

PURPOSE

Welcome learners to the session, introduce one to another, and to get to know each other.

NUMBER OF LEARNERS

Up to 15 persons.

MATERIALS

- » A tennis or medium rubber ball.
- » Name tags.

INSTRUCTIONS

- » Provide each learner with a name tag, but to begin, they need to flip their name tag to hide their name first. They can flip back the name tag after this activity ends.
- » Learners and trainer form a circle and toss the ball around the circle.
- » Learners state their names as they catch the ball.
- » When everyone already gets their turn to state their name, it is time to step up the game a little bit. When they catch the ball, they have to call out the name of the person who previously tossed it to them.
- » After everyone already gets their turn, another challenge is added. The person who throws the ball to someone has to ask one simple interesting question about the person who receives the ball. First, say their name then ask the question. Examples of the questions:
 - *Are you a morning or night person?*
 - *What’s your favorite cartoon character, and why?*
 - *If you were an ice cream flavor, which one would you be and why?*
 - *What is your favorite color?*
 - *Etc.*

VARIATIONS

Depends on the learners, the icebreaking activity can be done in other way if there is an issue to do the Ball Toss. Here is another idea to do the ice breaking:

Unique Characteristics

- » Provide each learner with a name tag, but to begin, they need to flip their name tag to hide their name first. They can flip back the name tag after this activity ends.
- » The trainer divides the group into pairs and give learners a few minutes to interview each other.
- » After a while, each learner should introduce their partners by name and to share at least two unique characteristics about them.

ADDITIONAL RESOURCES

Several options of icebreaking activities:

<http://reprolineplus.org/system/files/resources/icebreak2.pdf>

TOPIC 2: SELF-ASSESSMENT

Self-image is all about how we see ourselves. It gives us a sense of our personality and helps gives us clarity and understanding about our life. Suzaan Oltmann (2014) elaborates three elements of a person's self-image, which includes: 1) the way a person perceives or thinks of him/herself; 2) the way a person interprets others' perceptions (or what he thinks others think) of him/herself; 3) the way a person would like to be (his ideal self). Because of that, our self-image is also about how we perceive ourselves in terms of our life. It also determines what kind of person we think we are and what we believe others think about us. Meanwhile, core beliefs are those values we feel are important. Core beliefs also reflect who we think we are. In the case of having low self-esteem, one of the factors that influences it is the negative unhelpful thoughts we might have in day-to-day situations, which sprout from our negative core beliefs. Negative core beliefs reflect the negative, broad, and generalized judgements we have made about ourselves, based on some negative experiences we might have had during our earlier years. Because of that, it is essential to change the negative core beliefs we have about ourselves.

Therefore, self-assessment is very useful in gaining self-knowledge and recognizing his/her own potential. It is also beneficial to develop self-reflection, critique and judgment, also be responsible for their own actions that are reflected from their self-image and self-esteem. In this part, learners will be able to find out how they perceive or think of themselves. They will do several activities that will discover their strengths and qualities from themselves, identify negative core beliefs and challenge them, also give themselves positive affirmation regarding traits or characteristics they have.

INDIVIDUAL ACTIVITY: SELF-ESTEEM INVENTORY.

DURATION

15 minutes.

PURPOSE

Recognize the strengths and weaknesses that learners have in order to begin boosting their self-image and self-esteem.

NUMBER OF LEARNERS

Up to 15 persons.

MATERIALS

- » Printed template of self-esteem inventory (Annex 1) on A4 paper.
- » Pens or markers to write.

INSTRUCTIONS

- » Each learner gets the template of self-esteem inventory on an A4 paper.
- » Make sure they also get the pens or markers to write.
- » Trainers need to explain about the activity briefly, especially what is on the paper to the learners.
- » On the right-hand side, there is "Strengths" and on the left-hand side, there is "Weaknesses."

- » They need to write down the strengths they believe they have, also the weaknesses. This could be anything that happened in their life. This also can be related to personal relationship, family and friends, professional experience, personal traits, and so on.
- » Learners need to list at least 10 things of each part.
- » Encourage learners to find and write 10 things of themselves on each aspect.
- » If learners are having difficulty coming up with a whole 10, trainers can tell them to think about what others have said to them over the years. For example:
 - *"Thanks for listening to me the other night when all I did was talk your ear off!"*
 - *"You did a great job at work with that project, thanks for pitching in."*
 - *"I've never seen someone who enjoyed housework as much as you do."*
 - *"You seem to have a real knack for telling a story."*
- » Even if the strength is too simple or too small to list, write it down anyway.

ADDITIONAL RESOURCES

How to improve self-esteem (by doing the self-esteem inventory)

<https://psychcentral.com/blog/6-tips-to-improve-your-self-esteem/>

<https://www.slideshare.net/suzaanoltmann/n4-interpersonal-relationships>

<https://www.indeed.com/career-advice/interviewing/interview-question-what-are-your-strengths-and-weaknesses>

INDIVIDUAL ACTIVITY: MY STRENGTHS AND QUALITIES.

DURATION

15 minutes.

PURPOSE

- » Helps learners to begin building a positive self-image.
- » Helps learners to reinforce positive self-talk.

NUMBER OF LEARNERS

Up to 15 persons.

MATERIALS

- » Printed template of my strengths and qualities (Template B) on A4 papers.
- » Pens or markers to write.

INSTRUCTIONS

- » After listing their strengths and weaknesses, now it is time to connect it with this activity, which is related to strengths and qualities that learners have.
- » Learners will get the template of this activity, which they will fill with their own strengths and qualities.

- » They can contemplate from the list of strengths and weaknesses they have made to fill this one. They can refer and think which strengths they have and relate it to every part inside the template.
- » It is important to give them their personal space and provide a comfortable environment, so they can concentrate in thinking and writing their strengths and qualities.

ADDITIONAL RESOURCES

<https://www.therapistaid.com/therapy-worksheet/my-strengths-and-qualities>

<https://www.viacharacter.org/character-strengths>

INDIVIDUAL ACTIVITY: IDENTIFYING AND CHALLENGING NEGATIVE CORE BELIEFS.

DURATION

15 minutes.

PURPOSE

- » Explore and define deeply held beliefs that guide thoughts and behavior of learners.
- » Challenge the negative core beliefs to develop a healthier understanding of learners and the world around them.

NUMBER OF LEARNERS

Up to 15 persons.

MATERIALS

- » Printed template of core beliefs on A4 papers (Annex 3)
- » Pens or markers to write.

INSTRUCTIONS

- » Each learner gets the template of core beliefs on an A4 paper.
- » To help learners understanding the activity, trainer can explain this to them:
Many people have negative core beliefs that cause harmful consequences. To begin challenging your negative core beliefs, you first need to identify what they are. Here are some common examples:
 - *I am unlovable*
 - *I am not good enough*
 - *I am a bad person*
 - *I am stupid*
 - *I am ugly*
 - *I am abnormal*
 - *I am boring*
 - *I am worthless*
 - *I am underserving*

- » Seen on the template, learners need to use the thought bubbles to identify three core beliefs they would like to challenge.
- » They need to write the negative core beliefs they have on themselves on those bubbles. The examples are shown from the point above.
- » In the spaces next to those bubbles, there are spaces to write three reasons why these beliefs are not true.
- » In other words, learners need to think about their negative core beliefs, then write down the contrary or what actually they can do.
- » They can contemplate or refer to the core beliefs from the list of strengths and weaknesses they have made from the previous activity.
- » It is important to give them their personal space and provide a comfortable environment, so they can concentrate in thinking and challenging their negative core beliefs.

ADDITIONAL RESOURCES

Information about core beliefs

<https://www.cci.health.wa.gov.au/-/media/CCI/Consumer-Modules/Improving-Self-Esteem/Improving-Self-Esteem---08---Developing-Balanced-Core-Beliefs.pdf>

<https://positivepsychology.com/self-esteem-worksheets/>

<https://www.therapistaid.com/therapy-worksheet/core-beliefs/self-esteem/none>

INDIVIDUAL ACTIVITY: SELF-POSITIVE AFFIRMATION.

DURATION 15 minutes.

PURPOSE

- » Give positive impacts on learners' self-esteem.
- » Give the opportunity to validate and value learners' positive self-perception.

NUMBER OF LEARNERS

Up to 15 persons.

MATERIALS

- » Printed list of positive traits template (Annex 4)
- » Pens or markers to write.
- »

INSTRUCTIONS

- » After knowing the strengths, weaknesses, best qualities, also negative core beliefs and the positive ideas against them, learners will need to assure those positive qualities on themselves.
- » It is important to encourage self-acceptance in this session, since they are the ones who find out their own strengths and weaknesses. They need to be confident about what they are capable of.

- » Before starting to list the positive affirmation, trainers need to explain how to write the positive affirmation in statements.

Tip	Example
Phrase your affirmation as an “I statement”, beginning with “I am...”	<i>I am a caring, supportive brother to my little sister.</i>
Design an affirmation that represents a positive outcome. Avoid using avoidant language such as the word “not” in your affirmations.	<i>I am getting stronger at speaking French every single day.</i>
Keep it concise.	<i>I am gifted with an amazing family who believe in me.</i>
Be as precise as possible, especially if your affirmation is intended to guide your own goal- oriented behavior.	<i>I am more than capable of becoming a qualified mentor by June.</i>
Use the present tense to write your affirmations, and where possible, use a gerund (an “-ing” word).	<i>I am confidently improving my reading capabilities each time I go to class.</i>
A ‘feeling’ or ‘descriptive’ word will give your affirmation more impact.	<i>I am going to catch ten waves an hour adeptly by next July.</i>
Make them your own. Your affirmations are personal and relate only to your own goals and behavior rather than those of others.	<i>I am impressing these investors with my unique idea.</i>

- » Trainer will give a list of positive traits to help learners in thinking and choosing their traits and putting them into the statements.
- » After getting the explanation, learners can start to write down every skill, characteristic, or strength they have in such format that is explained above.
- » The statements should be in positive sentences. Avoid using any negative indication in the statements.
- » Learners can do this list in 10 minutes if it is possible. Then, they have 5 minutes to read it by themselves, make sure they read it well and they can assure themselves that they actually have those great strengths and qualities.

ADDITIONAL RESOURCES

List of positive traits

<https://www.therapistaid.com/therapy-worksheet/positive-traits/self-esteem/none>

<https://www.monster.ca/career-advice/article/50-personality-traits-for-the-workplace-canada>
<https://liveboldandbloom.com/10/relationships/good-character-traits>
<https://positivepsychology.com/self-esteem-worksheets/>
<https://positivepsychology.com/wp-content/uploads/2017/05/Designing-Affirmations-Worksheet.pdf>

TOPIC 3: IDENTIFYING, BUILDING, AND INCREASING SELF-ESTEEM

Self-esteem (also known as self-worth) refers to the extent to which we like, accept or approve of ourselves, or how much we value ourselves. Self-esteem always involves a degree of evaluation and we may have either a positive or a negative view of ourselves. A positive self-esteem is when we as an individual see ourselves as a capable person who is deserving of love and happiness. We believe that we are able to achieve any goal we have set and we are able to cope well with setbacks and challenges. We will not let them stop us or make us feel like a failure.

On the other side, a negative self-esteem (usually referred to as low self-esteem) is when as an individual for one reason or the other, we don't see ourselves as capable and deserving of love and happiness. We find it difficult to cope with setbacks and challenges. We also find it difficult to handle criticism and we take it personally and allow it to make you feel like a failure.

Low or negative self-esteem usually stops people from setting and achieving goals and having a fulfilling life. It kills the motivation and makes us believe that we don't have what it takes to achieve great things and fulfil our dreams. Studies have shown that people with a positive self-esteem usually achieve and accomplish more than those with low self-esteem, and more likely to have more fulfilling relationships.

By identifying our strengths and qualities, we are also able to build and increase our self-esteem. Moreover, building self-esteem is an inside job, something that we have to do it by ourselves. It is important to take a note that self-esteem is a reflection of what we think and how we feel about ourselves. To build and increase positive self-esteem, we need to make choices in our thinking and doing that supports our strengths.

GROUP ACTIVITY: IDENTIFYING AND ANALYZING THE SCENE FROM MOVIE "DEAD POETS' SOCIETY".

DURATION 60 minutes (1 hour).

PURPOSE

- » Understand better about what self-esteem is.
- » Gain learners' awareness that they take responsibility for the level of their self-esteem.
- » Identify specific ways to raise self-esteem.
- » Create healthy discussion among learners about self-esteem and how to build it.

NUMBER OF LEARNERS

Up to 15 persons.

MATERIALS

- » Sheets of A4 paper.
- » Pens or markers to write.
- » Video of the movie “Dead Poets’ Society”.
- » Computer and projector or television to display the film and presentation.
- » PowerPoint slide to present various definitions of self-esteem (Annex 5)
- » Handout of various definitions of self-esteem for each group.

INSTRUCTIONS

- » Split learners into small groups of 3 or 4 persons.
- » Every learner in each group will get a sheet of paper and pens/markers to write.
- » Make sure the learners pay attention to the clip on the projector or television.
- » Trainer shows the selected clip from Dead Poets’ Society. Trainer may give a little background on the movie for those who haven’t seen it.
- » The selected clip begins with the scene where Todd is in his dorm room writing a poem and then tears it up and throws it away. The next scene is in class when the teacher (Robin Williams) asks the students to read the poems they wrote for homework. He eventually calls on Todd, and Todd says he didn’t write a poem. Stop the video and ask:
 - *How much do you think Todd believes in himself?*
 - *How strong do you think Todd’s self-esteem is (1 – 10)? How can you tell?*
 - *How successful do you think Todd will be in life if he doesn’t increase his self-esteem?*
 - *Why is strong self-esteem important to success in college and in life?*
 - *Can people raise their own self-esteem?*
- » Trainer gives instruction to learners to write their personal definition of self-esteem on a sheet of paper. Let them know they will have an opportunity to revise their definition later if they wish. Also, ask them to identify someone they know who has high self-esteem according to their definition. They have 5 minutes to write it down.
- » In their small groups, learners need to share their definition of self-esteem to each other and tell a little about the person they chose as having high self-esteem and why. What is it about this person that shows he/she has high self-esteem? This part will need about 10-15 minutes to do.
- » After that, the trainer will give the handout about the definitions of self-esteem to each group.
- » Meanwhile they read the definitions, trainer can also display a PowerPoint slide with the definitions of self-esteem, for example:
 - *“Self-esteem is the ability to value one’s self and to treat one’s self with dignity, love, and respect.” – Virginia Satir*
 - *“Self-esteem is the experience of being capable of managing life’s challenges and being worthy of happiness.” – National Council for Self-Esteem*
 - *“Self-esteem is the capacity to experience maximal self-love and joy whether or not you are successful at any point in your life.” – David Burns*
 - *“Self-esteem is the feeling that we are worthwhile in our personal, social, and work lives. It comes from feeling loved and respected as a child in our family, by friends, and at school.” – Jeffrey Young and Janet Klosko*

- *“Self-esteem is the reputation we have with ourselves.” – Nathaniel Brandon*
- » After reading the definitions, the trainer asks the comments from learners from each group: *do you agree or disagree with any of these definitions?*
- » After having brief discussion about the definition of self-esteem, learners will have the opportunity to revise their own definitions. This might take 5 minutes to do.
- » Trainer continues with the video, which shows the teacher getting Todd up in front of the class and helping him spontaneously create some very good poetry.
- » Trainer stops the video and ask to learners:
 - *How would you rate Todd’s self-esteem now? (1 – 10)*
 - *If you think it is higher now, why?*
 - *Is it possible for a person’s self-esteem to go up in a matter of only a few minutes? How?*
- » In each group, learners need to brainstorm ideas if a person could do to raise his or her self-esteem. One learner from each group then shares the ideas in front of the whole learners.
- » After each group shares their ideas, trainer will start a session of discussion, which will be the final stage of this activity. In this discussion, trainer leads learners to talk about the best ways to raise self-esteem.
- » Trainer also might ask the learners to take notes about ways they can raise their own self-esteem. There are some ideas for raising self-esteem that learners might want to identify:
 - *Accepting myself.*
 - *Keeping commitments to myself and others.*
 - *Setting realistic expectations.*
 - *Forgiving myself.*
 - *Taking risks.*
 - *Appreciating my creativity, my spirituality, my mind, and my body.*
 - *Taking responsibility for my own decisions and actions (If I agree that self-esteem can be raised, what would happen if I took full-responsibility for the level of my self-esteem?).*
 - *Expressing my feelings.*
 - *Disputing my inner critic.*
 - *Being a person of integrity.*
 - *Understanding and affirming my values.*
 - *Attending to my physical health.*
 - *Developing basic skills.*
 - *Serving humanity.*
 - *Treating myself with love.*
- » Trainer will end the activity by creating a conclusion from the discussion.

ADDITIONAL RESOURCES

<https://oncourseworkshop.com/self-esteem/building-self-esteem/>
https://www.youtube.com/watch?v=4lj185DaZ_o

<https://www.amazon.com/Dead-Poets-Society-Robin-Williams/dp/B006YGMAIE>

GROUP ACTIVITY: BROCHURE ABOUT ME.

DURATION 40 minutes.

PURPOSE

- » Increase learner's self-esteem.
- » Facilitate learners in sharing positive feedback with their peers.

NUMBER OF LEARNERS

Up to 15 persons.

MATERIALS

- » A4 papers in various colors.
- » Pens or markers to write and draw.
- » Paper clips.

INSTRUCTIONS

- » Before the session begins, trainer can prepare the colored paper to be folded in three parts (like a tri-fold brochure).
- » Split learners into the bigger groups; 5-7 persons per group.
- » Each group needs to sit in a circle.
- » Trainer gives each learner the folded paper and one paper clip.
- » Trainer asks the learners to decorate the front flap of the paper with their name in any manner they want.
- » Then, they need to open the brochure.
- » Trainer reads out categories to the learners to list on the inside. Trainer can mention about 7-10 lists. Some examples are:
 - *My best feature*
 - *My proudest moment*
 - *My favorite activity*
 - *Something I'm good at*
 - *Etc.*
- » Trainer also tells them that no one else will be looking at those lists, so they can feel free to write anything, as long as it is positive.
- » When everyone is done, learners fold up the brochure and shut it by using the paper clip.
- » Every learner passes their brochure to the next person on their right. When someone receives a brochure from his/her neighbor, they will notice who it belongs to, so turn it over (don't ever open it) and write a comment about them on the back.
- » Trainer might let learners know that if they don't know the person well, they can write a simple thing like, "I like your haircut!" or it could be a very personal note to someone they know well. These can be anonymous, or people can sign their names.
- » The brochures should be passed all around the circle until everyone in the group has signed each of them and learners receive theirs back.

- » At this point, trainer will ask every learner to spend 5 minutes quietly and silently reading what people said about them.
- » After that, trainer starts a brief discussion about what it was like to read things others had written about them, if anyone was surprised about what was written, if anyone needs clarification about something they can't read or don't understand.
- » Trainer and learners might also discuss if it was easy or hard to compliment others, and if it was ready or had to receive compliments.
- » At the end of the discussion, trainer encourages everyone to keep their brochure and reread it when they are not feeling good about themselves.

VARIATIONS

Depending on the amount of the learners, this activity also can be done without creating groups. This means that every learner will write something on everyone's brochure, not only on the brochure of someone from their group.

ADDITIONAL RESOURCES

<https://www.recreationtherapy.com/tx/txself.htm>

<http://potentialintoperformance.com/fun-self-esteem-activities>

INDIVIDUAL ACTIVITY: MY PERSONAL SHIELD.

DURATION 60 minutes (1 hour).

PURPOSE

- » Identify and elaborate the positive qualities of learners, especially those that make them a strong individual.

NUMBER OF LEARNERS

Up to 15 persons.

MATERIALS

- » Printed template of my personal shield on A3 paper (Annex 5)
- » Pens and pencils to write and draw.
- » Markers, crayons, or paints to color.
- » Scissors.
- » Rulers.
- » Old magazines, old brochures, or any unused printed media.

INSTRUCTIONS

- » To conclude all the activities of this session, learners will create a personal shield based on the strengths and qualities they have.
- » Each learner will get the template of shield on A3 paper.
- » On the shield, learners need to write or draw about (the number is based on the order of the thing they need to write/draw on the part of the shield):
 1. My greatest achievement

2. Something I do well
 3. Thing that makes me happy
 4. My symbol that represents myself
 5. My best quality
 6. Best compliment I have ever received
 7. My dream job
- » On every part, learners can put things like words, drawing, or both to illustrate each component.
 - » The only exception is number 4, which should be only a drawing or any visual representation by each learner.
 - » Learners can use any old magazines or any secondhand printed materials to decorate their personal shields.
 - » This activity is important to let learners elaborate their strengths and qualities of themselves by maximizing their own creativity.
 - » After they finish, they will show the shields to each other.

ADDITIONAL RESOURCES

<http://creativecounselingstudent.blogspot.com/2015/04/personal-shield-activity.html>
<https://juliacollado.wordpress.com/2013/10/31/my-personal-shield/>
<https://miriski94.wordpress.com/2014/11/30/my-personal-shield/>
<http://mrmintart.blogspot.com/2014/10/personal-coat-of-arms-project.html>

UNIT 2 - RESILIENCE AND ACCEPTANCE OF FAILURES

LEARNING OBJECTIVES

The clear intention of this unit is to showcase the width of a complex personal element – resilience. This term/feature in most general overview brings about a very general meaning: ability to respond effectively to different influences, to adapt to new situations and circumstances, to handle and resolve threats (of whatever kind of nature: unemployment, stigma, (mental) health problems, poverty, etc.) which is rather a very generalised view. Looking from the perspective of personal development and empowerment of an individual or group/community, resilience can include many elements (respecting the nature of what is considered as a threat in an individual or group/community) and can be connected in dealing with:

- Shame
- Vulnerability
- Low self-respect
- Lack of self esteem
- Other

Within this unit, the mentor of the workshop operates as a supporter of the learner's personal journey through a self-reflection process, motivating learners towards recognition of own strengths and to empower towards distancing themselves from personal traits, they might perceive as (personal) failure or any kind of feeling connected towards feeling not strong enough to simply “move on” in their personal story.

Learning objectives of this unit are therefore aimed at increasing the self-awareness process (deriving from lessons learnt in Unit 1) and to offer the possibility for change of perspective, supporting the learners in their path toward recognising their own value, rather than focus on personal failure (solution focused thinking).

SESSION OUTLINE

UNIT 2: RESILIENCE AND ACCEPTANCE OF FAILURES			
Topic	Learning outcomes	Duration	Training activities
1. Personal mapping – what strengths we already carry with us	<ul style="list-style-type: none"> - the learner will be able to recognize the positive shift in the (personal) story - the learner will be able to deal with failure triggering elements 	3 hours	1st Activity: <i>Intro – story circle</i> 2nd Activity <i>Change of perception</i>
2. Self-confidence exercises	<ul style="list-style-type: none"> - <i>the learner will learn to recognize and appreciate personal positive traits</i> 	1 hour	1st activity <i>Appreciation</i> 2nd Activity <i>Personal strengths collage</i>
TOTAL SESSION DURATION		4h	

SESSION DEVELOPMENT

TOPIC 1: PERSONAL MAPPING – WHAT WE ALREADY CARRY WITH US

Dealing with personal failure, distress, or any lack of power to see things in different perspectives is strongly connected to the level of resilience a person possesses. Building on resilience is inevitably connected to self-perception. All of us have experienced a stressful or challenging experience in our lives – the ability of being resilient does not necessarily mean one has never encountered any kind of problem in life, but refers much more to how one deals when problems/problematic life events occur. Developing resilience also does not mean one will never again be exposed to a stressor or hard times, but rather a process in which an individual learns acceptance, taking out power elements and be able to benefit from this circle of coming and going of hardship for future actions. The main thread behind gaining resilience is to (with time) reduce the level of hardship one feels when and if a new challenge arises. Storytelling as an approach to work with vulnerable societal groups can help to get into the topic without any harm to learner's (potential) own insecurities and (possible) feelings of shame. It is also about recognition of triggering elements (i.e. shame). The base line for the exercises is also connected to elements of narrative therapy and use of storytelling – the basic idea behind these approaches lies on the assumption that when dealing with a problem (and having the experience or feeling of failure as a results of different life events) a person too often internalises the description of the problem in a way that the latter becomes the part of the person/totalising the individual, leading to feelings of guilt and shame.

INTRO – STORY CIRCLE

DURATION: 1,5 hours

PURPOSE: The introductory activity is meant to slowly get into the topic – the perception of failure is a very sensitive topic and should thus be addressed with the least amount of stress for each learner. Telling a story can be simply used as an icebreaker since it does not behold any personal exposure but rather gives the individual an option to look at the topic through a certain amount of distance without personal exposure.

N. LEARNERS: Up to 15 learners

MATERIALS: None in particular, but to make it more interesting you can set up a nice scenery as you prepare a story circle (sitting in circle, finding a comforting

space in the room, light atmosphere, visual through pictures on boards or projecting the pictures via pc, etc.). For the 2nd phase a flipchart is welcome to write down things through conversation with learners.

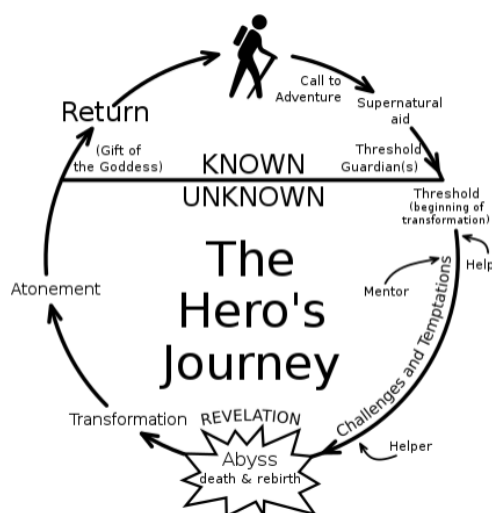
INSTRUCTIONS:

1st phase:

- Search for a story/myth/legend/recent event that includes elements of how someone overcame a problem/difficult situation/any other obstacle – the decision relies completely on the interest, needs and other defining elements of your target group (see the example of a legend in the resources part of Unit 2).
- Create a nice atmosphere to create a story circle in which learners can enjoy with all senses by listening, watching, and feeling physically comfortable.
- Tell the story.

2nd phase:

- Discuss the story with learners – how did they perceive it?
- Use a simple sample questionnaire (for your own guide to map together the elements of the story – what characters appeared/good ones/bad ones, etc.).
- Help yourself with an image of the classical Hero's journey graphics for better understanding of the story you have shared and to help yourself to lead learners in the conversation through the most important elements (you do not have to explain the structure – you use it to emphasise the “positive” turning points).



Source: Wikipedia, (n.d.)

- Lead the conversation and engage learners through the following questions: What was the main character like? How did he feel (safe/unsafe, certain/uncertain – depending on your story)? What was his main challenge? How do you think he approached the challenge? What kind of change happened to him? What did he have to do? Who helped him? What/who helped?
- Finish the talks (if it feels right and learners show interest) in terms of a couple of words/feedback from each about how this might be connected to our own lives in the closing round.

3rd phase:

- If the situation allows in doing so – work in groups and invite learners to search for other stories of overcoming hardship (it can be anything from personal life, other people's stories, relatives, celebrities, myths etc.) – help the groups to gather around central questions of main challenges of this story/what helped/how did this people manage...

CHANGE OF PERCEPTION

DURATION: 1h 30 min

PURPOSE: This activity is aimed to gain resilience against potential feelings of “not being good enough”, “unworthy of love, belonging, connection...”.

N. LEARNERS: Up to 15 learners

MATERIALS: Possibly a pc or pictures of some emojis or sample photos from magazines that show different face expressions (sample can be taken from resources link) that are connected to different feelings, blank paper A4, crayons, colour pens.

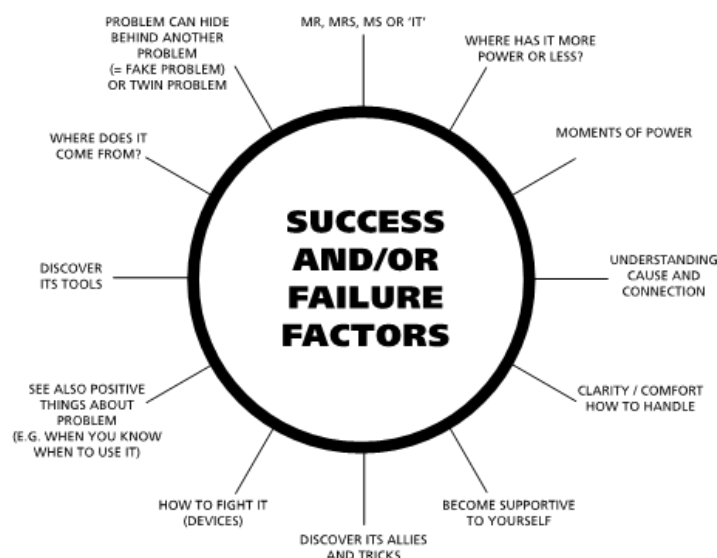
INSTRUCTIONS:

- Prepare and show pictures of different emojis/pictures to learners.
- Involve learners into conversation: what do the emojis/pictures in your opinion showcase? What might these people feel? Why is that so? How is it shown? Write down couple of feelings – continue with discussion for each of the feelings:

How does it feel physically (inside), does it have a colour? When does it appear? What does it make to us? When does it have more power over us? How do we react to it...?

Continue with reflection if they remember a time when they felt like this?

- If not – for any reason face recognition (emojis) is not suitable, you can start the exercise in a different way and skip this first part.
- In any case if you skip the first part or if you continue from there on, take with the learners a couple of moments and engage in conversation – go back to thoughts about potential emotions they also felt: was it because of a potential thing/problem/a situation – something they might worry about, something they might be afraid of.
- Continue and invite learners to imagine their worry/problem (or something that bothered them recently and they did not make them feel good, a habit, a pattern, fear etc.).
- Invite them to draw this problem/worry - it can be an animal, a person, a monster, a thing, etc.
- After the drawing is done, help them to think about their picture (a problem now sketched): help them to give this entity **a name**, when does it usually visit them, when does it have more power over them, how does he/she usually handle it, can it sometimes mean something positive and when?... (for help, use the externalisation and re-authoring questions in the table below)
- You can in the end make an exhibition of these pictures.



Source: Fruhmann et al., (2016) – In Dialogue

Examples of EXTERNALIZATION QUESTIONS:

How would you call the problem affecting your life?

If you could describe it, how would it be? Would it be a male or a female? Would it be young or old? Does it speak? If yes, what does it say?

When did the problem appear in your life for the first time?

What are the aims the problem has for you and your life?

On a scale from 0 to 10, where “0” means that the problem does not affect your life at all, and “10” means that the problem affects your life completely, where would you put the problem in your life?

Examples of RE-AUTHORING QUESTIONS:

What are the values you stand for in your life?

Can you remember an episode, just one, when you managed to keep the problem at bay?

Can you remember an episode, just one, when you managed to act effectively according to your values? What skills/competencies did you use to celebrate your values?

What if you applied and tried to follow your values now, while you are facing the problem? Would you use the same skills/competencies? Would you use new skills/competencies?

TOPIC 2: SELF-CONFIDENCE ACTIVITIES

This topic is aimed at fun exercises you can conduct after the 1st topic. It is about moving forward towards appreciative inquiry about oneself and others.

APPRECIATION

DURATION: 30 minutes

PURPOSE: Appreciation can be very hard as individuals might find it hard to inspect on positive elements of self. The exercise boosts work in pairs to enhance reassurance and the feeling of being appreciated.

N. LEARNERS: Up to 15 learners

MATERIALS: blank paper, pens, board or flip chart.

INSTRUCTIONS:

- Invite the learners to a fun exercise where they will present themselves.
- First, hand out short sentences (prompts) to complete, with the following statements i.e.:
 - I was really happy when . . .
 - Something that my friends like about me is . . .
 - I'm proud of . . .
 - My family was happy when I . . .
 - In school/workshop..., I'm good at . . .
 - Something that makes me unique is . . .
- When each finishes their own writing, work in pairs and empower the pairs to give feedback on each other with questions:
 - I like working in a pair with you because...
 - I like that you are...
 - To me you are unique because....

VARIATIONS: Instead of the foreseen sentences you can use a different set of examples/statements like i.e.: Things I am good at...What I value the most is ...

PERSONAL STRENGTHS COLLAGE IN GROUP

DURATION: 0,5 hours

PURPOSE: The aim of this activity is to connect elements from the creativity module and thus upgrading it to basic elements for self-presentation (also connected to element of storyboard in the digital module).

N. LEARNERS: Up to 15 learners

MATERIALS: blank paper, pens, board or flip chart, pictures from magazines and newspaper (search for different objects and words – can be flowers, trees, positive words, etc.)

INSTRUCTIONS:

- Let learners decide about their most valuable skills/positive personal traits (help with previous exercise) – up to 3 for each.
- Invite to imagine how they would look – what colour they would be, what shape, how is their overall apparel, what practical everyday objects are representing these skills/traits.
- Discuss with the group how this felt for them – is it easier to praise someone else? What little things can we do each day for self-appreciation (name couple if it helps, write down on a paper or board/flip chart).
- Afterwards, invite learners to choose 1 personal trait and decide from the pictorial material you gathered to choose from and stick them to their own collage, representing their trait in a form of a picture.

ADDITIONAL RESOURCES:

- Brown, B. (2018) *Dare to Lead*. Retrieved from:
https://www.google.com/search?q=brebe+brown+on+shame+resilience&rlz=1C1GCEU_enSI902SI902&oq=brebe+brown+on+shame+resilience&aqs=chrome..69i57.5539j0j15&sourceid=chrome&ie=UTF-8
- Frühmann, P.; Hamilton, N.; Broer, Y.; Mogensen, L.; Frezza, L., Hamilton, J. (2016). *RAISING STRONG AND RESILIENT COMMUNITIES – A Narrative and Story Approach to Empower Cooperation, Cohesion and Change Communities through Non – Formal Education*. Retrieved from: <https://rsrc.eu/project.html>
- Hero's journey (n.d.) *Wikipedia*. Retrieved from:
https://en.wikipedia.org/wiki/Hero%27s_journey
- Narrative Identity (n.d.), *Wikipedia*. Retrieved from:
https://en.wikipedia.org/wiki/Narrative_identity
- Peter Klepec (01.09.1880). *Vertec (1871), letnik 10, številka 9*. Retrieved from:
<https://www.dlib.si/details/URN:NBN:SI:doc-30GHGT79>
- Way Ahead – Mental Health Association NSW (n.d.) *Building resilience*. Retrieved from:
<https://wayahead.org.au/get-the-facts/building-resilience/>
- **Example of a national legend (brief summary)**

***Peter Klepec** was a weak and petite boy, very attached to his mother. When his mother worked for a neighbour, he shepherded a goat and played. He knew how to make grinders, flutes, and houses from pebbles. He was a cheerful, happy, and obedient boy until he went to a neighbour for serving as a shepherd. Other shepherds were torturing him because of his weakness. There he realized what evil and hatred are and so he desperately wanted to become strong. This wish was fulfilled by a mountain fairy, who gave him miraculous power, with which he took revenge on other shepherds and took care of the better life of his mother, himself and all the people who needed his help. As he was growing up, he became stronger and stronger and the king asked for his help against the invasion from Turks.*

UNIT 3 - STRESS MANAGEMENT

In today's society, we thrive on performance, competition and perfection, which lead to an insidious increase in stress and anxiety. They can cause emotional, physical and behavioral damages that are often underestimated.

The stress experienced every day is essentially caused by several phenomena that are inherent to today's society. In fact, it comes from various sources of a different nature, such as physical, psychological, emotional, social, and touches all social groups and all age categories. Stress and anxiety share many of the same physical symptoms: both can lead to sleepless nights, exhaustion, and excessive worry, lack of focus, irritability, rapid heart rate, muscle tension, and headaches. In short, stress is a body's reaction to a trigger and is generally a short-term experience that can be positive or negative.

Stress management is important as a previous step to clear thinking and focus on our objectives.

The overall aim of this training unit is to learn how to isolate negative/stressful thoughts from people's daily life, watching them from a different perspective and clearly finding solutions to deal with them.

The methodology used in this training unit is puppet therapy, which is very useful to isolate negative thoughts with the final aim to manage stress and anxiety and to improve soft skills such as communication, self-esteem and self-reliance. Puppets display the human qualities of speech and movement; people identify with them and see their self or parts of their self in the puppets. Puppets transform internal mental states of the operator into a physical form, which enlivens communication and transports people of all ages to a world of fantasy and delight. The puppet is used as a separate entity that allows learners to project their frustrations and fears. In this way, learners will learn how divergent thinking could work in their own daily stressful situations as well.

LEARNING OBJECTIVES

- How to distance themselves from negative/stressful thoughts
- How to analyze situations and explore different solutions
- How to adequately use their personal resources to deal with their own daily stressful situations
- How to prevent, manage and overstep stress and anxiety

SESSION OUTLINE

UNIT 3: STRESS MANAGEMENT			
Topics	Learning outcomes	Duration	Training activities
1) Warming up	Introducing the workshop Measure learners' stress/anxiety levels. Foster socialization.	10 min	Activity 1: Introduction of unit
		5 min	Activity 2: First stress/anxiety level measurement
		10 min	Activity 3: Popcorn presentation
2) Identifying stressful thoughts and situations	Identifying own stressful thoughts and stressful situations Analyzing stressful situations. Sharing emotions and feelings	15 min	Activity 4: Performance of the dramatized tale
		15 min	Activity 5: Reflection on stressful situations' management
		20 min	Activity 6: Customize your puppet
		30 min	Activity 7: Puppets presentation
3) Stress management	Identifying stress reduction strategies Improve creativity and problem solving	15 min	Activity 8: Planning of an initial stressful situation
		15 min	Activity 9: Planning of an ideal final situation
		15 min	Activity 10 Planning of transition scenes
		20 min	Activity 11 Performance of all the planned scenes
		15 min	Activity 12: Reflection on scenes' stressful situations and learners' solutions
4) Reflection, evaluation and closure	<ul style="list-style-type: none"> - Express opinions and doubts - Share feelings and learnings. - Improve self-esteem and self-confidence 	5 min	Activity 13: Feedback
		5 min	Activity 14: Scare the puppets session
		5 min	Activity 15: Second stress/anxiety level measurement
		5 min	Activity 16: Anonymous questionnaire

TOTAL SESSION DURATION

4h

SESSION DEVELOPMENT

TOPIC 1: WARMING UP

This set of activities will serve to introduce the workshop, measure learners' stress/anxiety levels, and foster socialization, perform a story that will provide an example of puppets' usage and that will foster reflection on stressful situations' management.

INTRODUCTION OF THE WORKSHOP

DURATION: 10 minutes for discussion and (depending on group size), 7–10 minutes for group introductions. Around 15 minutes

PURPOSE:

This introduction will serve to anticipate the subject of the workshop and to make learners know what to expect and feel more comfortable.

N. LEARNERS: Not relevant

MATERIALS: No materials required

INSTRUCTIONS:

If people do not know each other there will be brief round names

The facilitator will start talking about stress, making examples of how daily life situations can be difficult to manage and can lead us to experience discomfort feelings and even more serious illnesses. Then, he/she will introduce the aim of the workshop: to provide the learner with a useful tool to deal with difficult situations. He/she will explain that during the workshop they will use the puppet to undertake a process of dissociation of their own stressors from themselves.

FIRST STRESS/ANXIETY LEVEL MEASUREMENT

This activity is useful to make learners aware of how they feel at the moment by signaling their stress levels on the thermometer. This activity could also help the facilitator to better understand feelings and emotions of the group.

DURATION: 5 minutes

PURPOSE: Verify learners' stress/anxiety level before starting the workshop in order to collect data for further analysis.

N. LEARNERS: 10 people

MATERIALS:

- Thermometer poster (Annex 1):
- Different rubber stamps/stickers for each learner (Annex 2), as the following:



INSTRUCTIONS:

Learners will be encouraged to mark their level of stress/anxiety with a personal rubber stamp on a thermometer poster that will show different grades. They will put a mark in the place they consider appropriate.

Each learner should use the same symbol/animal for this measurement and for the second one at the end of the workshop

POPCORN PRESENTATION

DURATION: 10 minutes

PURPOSE:

- Make learners know each other
- Foster socialization and team building

N. LEARNERS: 10 people

INSTRUCTIONS

- Everybody will crouch down in a circle
- One at a time, everyone will jump up and shout his/her name, pretending to be a popcorn exploding
- People do not have to coincide with another person. In that case, indeed, the game will start again until everybody will have got his/her own time to introduce himself/herself.

VARIATION

This activity could be skipped if the learners already know each other or it may be replaced by a quicker presentation of the learners just by saying their names.

TOPIC 2: STRESSFUL THOUGHTS AND SITUATIONS

This set of activities will serve to guide learners on identifying the thoughts and situations that are stressful for each individual by using puppet therapy. Speaking puppetry in a therapy situation helps to develop tools for understanding others and engaging in an active dialogue, based on curiosity, using the signs and symbols presented by the puppet and the puppet story.

The fairy tale is used to activate divergent thinking (exploring different solutions to cope with difficult situations). Indeed, the characters of the fairy tale are put in a stressful situation where they have to use their own resources to find a solution. Although the

situation will worsen, they will always find a temporary solution, until they will finally overcome all their problems.

The puppet creation will endow the puppet with characteristics that reflect the inner view of self-human nature of learners, and also will foster the identification of own stressors. Because the puppet is an inanimate object, it is a safe avenue for expression. It is responsible for all of the views and emotions it communicates, not the puppeteer. When the learner personifies the puppet, he/she facilitates the creation of a psychological distance between the puppet and him/her self and with the audience. This distance enables the learner to step back to a safe place where he can examine behavior, opinions, emotions and reactions.

PERFORMANCE OF THE DRAMATIZED TALE

DURATION: 15 minutes

PURPOSE:

- Provide an example of puppets' usage
- Provide an example of management of difficult situations

N. LEARNERS: 10 people

MATERIALS:

Puppets or other materials suitable to become puppets, like socks for example.

INSTRUCTIONS

- The facilitator will tell the fairy tale "The adventures of Pinocchio"
- He/she will make the conversation between characters and their own stressors explicit through the use of the puppet

THE ADVENTURES OF PINOCCHIO	PUPPET'S COMMENTS (stressors)
<p>Now it's the fairy tale time. I suppose you all know PINOCCHIO, right?</p> <p>Long ago in Italy there lived an old clock-maker named Geppetto. One day Geppetto carved a puppet from wood in the shape of a boy. "I will call you Pinocchio," said Geppetto. When Geppetto woke up the next morning, he said, "I will go take my puppet out of bed." But the bed was empty!</p> <p>"Here I am, Father!" said Pinocchio from the other side of the room. Geppetto swung around. "What? How can this be?" said Geppetto in shock. Then he said, "But who cares?" He rushed over and swept the wooden puppet into his</p>	

arms. "Pinocchio, my son!" he said in great happiness.

One day Pinocchio was starving. He had to eat something, but without Geppetto, he did not know what to do. He found an egg, but when he cracked it open a little chicken came out of it and ran out of the house. He was desperate and went to the street in search of food. Instead of food, he got a splash of water. He returned home and tried to get dry next to the fireplace, but his wooden legs caught fire and turned into ashes.

When Geppetto came back, he gave the starved boy some pears, made new legs for him and sold some of his stuff to get Pinocchio into school.

On his way to school, he was thinking how to earn money and help Geppetto, but he got into trouble again. He sold his book and bought a ticket to see a puppet show. The puppets were amazed to see their puppet brother, but the mean master Fire Eater thought that this puppet with no string would have made him richer. Pinocchio was picked up and thrown in a birdcage by Fire Eater.

Pinocchio was saved by the Blue Fairy and went home to his beloved father. He had to admit his faults and apologize for his bad behavior.

[...]

He realized that boys who would not take advice from anyone ended up badly, so he decided to become a good student. Unfortunately, because of his ingenuity he got into trouble again.

A lazy child convinced Pinocchio to go to the Land of Toys together in order

You will no longer be able to walk. Everything happened because of you. If you had been more careful, this would not have happened.

Fire Eater will use you to earn money and when people will lose their interest, he will use you as a piece of firewood to make his dinner. Nobody can save you this time. You will die into fire. Nothing will remain of you except ashes.

You will never become a real child. You are just a poor donkey. You will end up in a farm or in a circus, without your beloved ones. Your father is lost and maybe in danger, because of your bad behavior. This time the Blue fairy will not help you anymore.

to enjoy life and play all day. After some time they turned into donkeys and begun to bray. Pinocchio managed to escape with the help of the Blue Fairy again, but when he came back home, his father was not there anymore. Geppetto was looking for him and probably he was in danger.

“I will find a solution. I will find my father and I will make him safe at any cost. Then I promise that I will behave as a good child” said Pinocchio. He looked for his father tirelessly and at the end, he found him in the dark belly of a whale. They were both stuck!

However, Pinocchio found a way to go out. He set fire to some pieces of their boat to sneeze the whale. They managed to go out and they could finally go back home.

Finally, Pinocchio was rewarded for his courage and for having done the right thing: the Blue Fairy turned him into a real child!

Well done! Now you are both stuck in the belly of a whale. There is no hope for you to come back home again.

Fears and frustrations felt by the characters are highlighted in red. They should provide an example of the role of the puppet in the workshop.

Solutions found by the main character to overcome difficult situations are highlighted in green. While, external help is highlighted in blue. They will be discussed after telling the fairy tale. The narrator should not signal them during the narration but he/she should invite the learners to focus on the resources used by the characters to solve their problems.

A full scene to perform in case the facilitator will decide to reduce the duration of this activity is marked in **bold**.

VARIATIONS:

Other tales can be used with the same purpose. We also provide the tale Hansel y Gretel (Annex 3) as an alternative.

REFLECTION ON STRESSFUL SITUATIONS' MANAGEMENT IN THE FAIRY TALE

DURATION: 15 minutes

PURPOSE:

- Provide an example of puppets' usage
- Provide an example of management of difficult situations

N. LEARNERS: 10 people

INSTRUCTIONS

- The facilitator will invite learners to identify stressors in the fairy tale
- Then, he/she will invite them to reflect on the resources used by the characters to deal with stressful/difficult situations

CUSTOMIZE YOUR PUPPET

Learners will have the possibility to work with their own puppets, customizing them. This activity leaves free space to the creativity of each learner. They will decorate their puppets at will, trying to make them as close as possible to the stressful thoughts that afflict them in their daily life.

This activity will improve not only their creative side but also the understanding of the relationship between them and their stressors.

DURATION: 20 minutes

PURPOSES:

- Learn how to identify stressful thoughts
- Improve stressors' management
- Improve creativity

MATERIALS

- Basic puppets or other materials suitable to become puppets, (like socks, disposable cups, for example).
- Decoration materials to customize puppets (i.e. buttons, laces, wool, pieces of cloth permanent markers, color papers,...etc)

INSTRUCTIONS:

The facilitator will give to each learner a basic puppet (or a sock), and decoration materials to customize it.

Then, he/she will invite learners to customize their puppets by giving them a "stressor shape".

PUPPETS PRESENTATION

Learners will have the possibility to work with their own puppets, following the example previously provided (activity 4). Puppets are used to allow learners to transfer their frustrations on an external entity, distance negative thought from themselves. Afterwards,

sharing their stressful experience with the whole group will give them the opportunity to better know each other and freely express themselves in a comfortable environment.

DURATION: 30 minutes (for 10 learners)

PURPOSES:

- Learn how to distance stressful thoughts after their identification
- Share feelings and emotions
- Know fellow learners

MATERIALS

Puppets made before

INSTRUCTIONS:

Each learner will have 3 minutes to present his/her personal stressor: each person will speak through its puppet explaining when the stressor is most present in his/her life and how it acts.

If necessary, the facilitator will ask some questions to learners (i.e. about its stressor's age, name or their relationship) in order to facilitate the exercise.

TOPIC 3: STRESS MANAGEMENT

Puppetry offers a chance to create a visualization of the thinking process. Seeing ones thoughts facilitates empowerment and initiates the ability to discover intelligence and feelings, thus, widening the horizons of understanding others.

In order to find a common initial stressful situation to perform, learners will share some personal life experiences with their group. In this way, they will have the opportunity to freely express their frustration and empathize with other people who share the same kind of stressors. They also have to activate divergent thinking to explore different solutions to cope with difficult situations, using their own resources to overcome all the problems.

During the planning of the transition scenes, learners will have the possibility to deeply reflect on how stress can be managed and how decisions can be made in order to reach adequate solutions for difficult situations.

The performance of all the planned scenes gives to every group the opportunity to share experiences and show the work made in the previous activities. Hence, each learner will have different points of view to analyze different stressful situations. Puppets will represent the stressor entities and learners will act as the positive ones. In this way, they will activate divergent thinking and show to the audience how they would manage a stressful situation using their own personal resources.

PLANNING OF AN INITIAL STRESSFUL SITUATION

DURATION: 15 minutes

PURPOSE

- Identification of self-stressful situations
- Improve teamwork

- Improve communication skills

INSTRUCTIONS:

- Learners will be divided in groups according to the affinities emerged during the presentation of their entities (ACTIVITY 7). Ideally shall be formed by no more of 4 members.
- The facilitator will ask each group to plan a negative situation that everyone has experienced in his/her life.
- This scene will be later performed using puppets made before during the ACTIVITY 6 as actors.

PLANNING OF AN IDEAL FINAL SITUATION

DURATION: 15 minutes

PURPOSE:

- Improve divergent thinking
- Improve creativity
- Improve problem solving skills

INSTRUCTIONS:

- Within the same groups, learners will have to modify the previously planned situation, in order to provide a version in which the problem is successfully solved.
- This scene will be later performed by learners.

PLANNING OF TRANSITION SCENES

DURATION 15 minutes

PURPOSE

- Improve creativity
- Improve communication skills
- Improve problem solving skills

INSTRUCTIONS:

- After the planning of the initial negative scene and its positive version, learners will have to think about two transition scenes between them, to make the stress-management and decision-making processes explicit.
- These scenes will be later performed by learners and puppets (2.1) through the use of the dialogue.

PERFORMANCE OF SCENES

This activity will provide a complete example of how to isolate and chase away stressful/negative thoughts from daily life. Moreover, this performance will give to learners the possibility to make their first steps “on stage” (rediscovery of body, movement, space, voice).

DURATION: 20 minutes (around 5 minutes per group)

PURPOSE

- Improve divergent thinking
- Improve creativity
- Improve communication skills
- Sharing experiences

MATERIALS:

Puppets created before.

INSTRUCTIONS

- All the planned scenes will be performed in front of the whole group following this order: initial scene with negative connotations + ideal final scene; initial scene with negative connotations + intermediate transition scenes + ideal final scene.
- The initial scene with negative connotations will be performed by puppets made before.
- The ideal final scene will be performed by learners.
- The intermediate transition scenes will be performed by learners and puppets through the use of the dialogue.

REFLECTION ON SCENES’ STRESSFUL SITUATIONS AND LEARNERS’ SOLUTIONS

This activity will help learners to share and communicate their reactions and feelings during the planning and the performance of the different scenes. Moreover, it could be useful to dispel doubts about divergent thinking and how to explore different solutions to cope with stressful situations.

DURATION: 15 minutes

PURPOSE:

Reflection on stressful situations and learners’ solutions

INSTRUCTIONS

The facilitator will ask the whole group about the situations and the proposed solutions previously planned and performed.

ADDITIONAL RESOURCES

- Aronoff, M. (1996). Puppetry as a therapeutic medium: An introduction. *British Journal of Therapeutic Rehabilitation*, 3, 210-214 (Parts in Bernier, M & O'Hare, J from 2005)
- Bernier, M. & O'Hare, J. (Ed) (2005). *Puppetry in Education and Therapy – Unlocking Doors to the Mind and Heart*. Indiana: Authorhouse. (26 authors, 8 of them in the therapeutic area)
- Drewes, A.A., Schaefer, C.E(2018) (Ed.). *Puppet Play Therapy - A practical guidebook*. New York: Routledge
- Schaefer, C. E., & Drewes, A. A. (2018). *Fundamental concepts and practices of puppet play therapy*. In A. A. Drewes & C. E. Schaefer (Eds.), *Puppet play therapy: A practical guidebook* (p. 3–16). Routledge/Taylor & Francis Group.
- Shapiro, D. E. (1995). Puppet modeling technique for children undergoing stressful medical procedures: Tips for clinicians. *International Journal of Play Therapy*, 4(2), 31–39. <https://doi.org/10.1037/h0089146>
- Rodríguez Pulido F., Caballero Estebaranz, Martin Cuadrado P.M. (2014) Dramatherapy, in people with severe mental disorders. *Norte de salud mental*, 2014, vol. XII, nº 50: 13-20. <https://dialnet.unirioja.es/descarga/articulo/4893205.pdf>
- UNIMA (2019) The Power of the Puppet. Livija Krofl in (Ed.) *The UNIMA Puppets in Education, Development and Therapy Commission* . https://www.unima.org/uploads/media/The_Power_of_the_Puppet_Eng_edited_02.pdf
- Puppet creation: <http://www.speakingpuppetry.com/papercups.php>

UNIT 4 - SELF DETERMINATION – HOW TO CHANGE THE OWN STORY

This unit covers one single topic- engagement in new personal stories. It is a complex topic that covers anything from:

- Self-motivation
- Self-efficacy
- Finding strengths and remembering our roots
- Storying our own desired future.

Self – motivation explains and showcases our personal drive, something within to achieve personal goals. It is something strictly connected to one-self, personal reasons and background and internal satisfaction.

If we want to find personal motive, driver and inner strengths/determination, it is always good to know what can help us along the way. The topic takes advantage of elements from *Solution focused brief therapy*, that enables learners to orientate themselves more about the strengths they already possess and leading towards what action one can take (instead of what is impossible).

The exercises in this unit are therefore constructed in way to combine the mentioned findings and gradual development of the so-called vision of personal change.

LEARNING OBJECTIVES

The clear intention of this unit is to go deeper into the possible changes of personal narratives. Based on previous units and lessons learnt in Unit 2, the emphasis is on finding a creative way to shift from (potential) internalized stories of feeling uncomfortably in the broadest possible meaning and looking into the future.

A person's self-confidence and self-belief are usually a result of years of different life events, experiences and due to their nature, the motivation for changing their own personal narrative seems sometimes a complex process. No matter the latter, this unit provides some examples of practical and creative work for learners, to find strength in setting personal goals and determination to achievable yet positively oriented goals for their professional and personal life.

A path to something new is never easy, it is connected with the fear of unexpected, potential loss, threats and other entities – all reminding us of the fact that the focus of this unit is on seeing what support we already have and practicing our way towards something achievable.

Within this unit, the mentor of the workshop operates as a supporter of the learner's journey, working on empowering for self-reflective process, combining individual mind and group learning process.

SESSION OUTLINE

UNIT 4: SELF DETERMINATION – HOW TO CHANGE THE OWN STORY			
Topic	Learning outcomes	⌚ Duration	Training activities
I. Engaging in a new personal story	<p>- the learner will be able to recognize the supportive elements in his/her life for a future change</p> <p>The learner will set at least two realistic personal goals for action taking in future job search</p>	4 hours	<p>1st Activity: <i>Intro – icebreaker</i></p> <p>2nd Activity <i>Tree of Life</i></p> <p>3rd Activity <i>Balloons – letting go of things that tie us down</i></p> <p>4th Activity <i>A letter to your future self</i></p>
TOTAL SESSION DURATION		4h	

SESSION DEVELOPMENT

TOPIC 1: ENGAGING IN A NEW PERSONAL STORY

INTRO – ICE BREAKER “A SHIP ON A STORMY SEA”

DURATION: 0,5 hour

PURPOSE: This exercise enables engagement of persons with different levels of ability and skills; it helps to build on connecting the learners and exercises different senses – it is often used with persons who suffer learning difficulties and relational – emotional and physical disabilities. This could operate to boost well-being.

N. LEARNERS: Up to 15 learners

MATERIALS: enough space to move around, a blindfold.

INSTRUCTIONS:

- Make sure that it is clearly explained that all need to be gentle (no pushing or similar).
- Invite learners to hold hands and form a circle – simulating the sea and moving like making the waves, moving inwards and forwards, simulating the sound of the sea and waves to make confusion with sound to the “ship”.
- One person in the middle of this circle has the role of a ship and is blindfolded (someone needs to be a volunteer for this role).
- The “ship” takes the action and tries to find the way through the “waves” towards the “lighthouse” (another voluntarily selected person), whereby the lighthouse navigates the ship (can be an imaginary name etc.) and the sound of the sea serves to cause confusion. Learners hold hands all the time. When near the “lighthouse” it (he/she) can reach the hands to hold the “ship” arriving safely.
- Resume short feedback from learners after this exercise.
- Repeat the exercise if people want to take the role of the “lighthouse”.

VARIATIONS: In case you also include a population with physical limitations, adjust the exercise in a way that people can sit and still cooperate by holding hands with the rest of the group.

THE TREE OF LIFE

DURATION: 1,5 hours

PURPOSE: This is a hopeful and inspiring approach to working with different societies. It is an approach that **helps learners to speak about their lives in a way, that empowers them and makes them stronger**. Within this exercise, they can remember where they come from, the skills and knowledge they already possess and identify special people and support in their lives. In this exercise

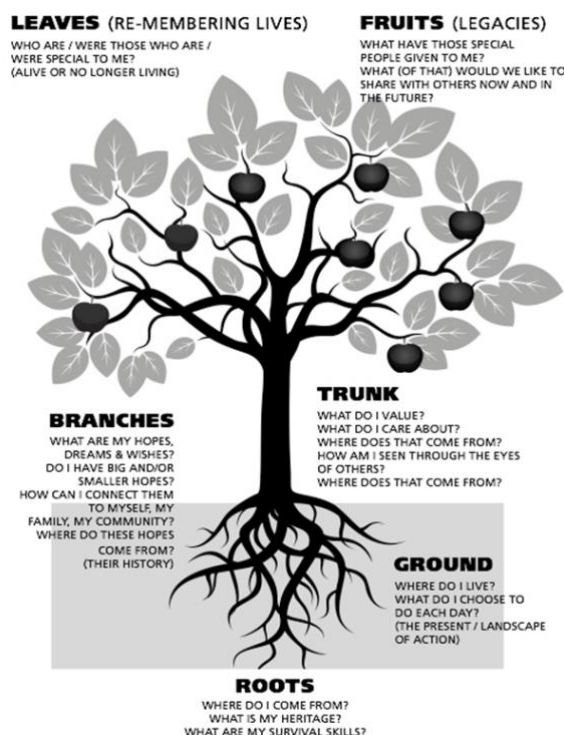
paper and coloured pencils, felt markers, ask learners to draw a tree and add words / expressions to the different parts. (see example).

MATERIALS: paper/bigger format if applicable, coloured pencils, crayons, felt markers.

INSTRUCTIONS:

- Help yourself with image of a tree, also to present it to learners
- Invite the learners to a creative process where they will draw their own personal tree
- Explain by simplifying what this tree will represent – questions connected to different parts of the tree represent what learners can reflect during their drawing and putting simple statements, words to each part of the tree when drawing.
- This is a highly individual exercise, when everyone has finished it we invite them to share in a group or even better, making an exhibition of the so called “Forest of Life” and moving to group work.
- Mentor empowers group conversation, looking for similarities between pictures – special attention to desires, wishes, etc., looking for similarities between learners, thus creating an atmosphere of sharing and connection between learners for personal empowerment.

VARIATIONS: None particular for this exercise – mentor offers help within individual work, empowering them to also think about career goals, aspirations....



Source: Fruhmann et al., (2016) – After *Denborough*

BALLOONS – LETTING GO OF THINGS THAT TIE US DOWN

DURATION: 1 hour

PURPOSE: This exercise is aimed at to cut the previous more reflective exercise and is a more energetic one. It symbolises that in order to be able to follow your aspirations, we need to cut the “ties”.

N. LEARNERS: Up to 15 learners

MATERIALS: enough space to move around, 2 balloons for each learner and 2 50 cm long strings for each, markers, post notes, pencils, a board or a wall, enough space to move around.

INSTRUCTIONS:

- Invite learners to think about 2 things they wish for in their future (employment oriented), writing it on post and sticking to the wall.
- Afterwards invite them to think about 2 things, that they perceive as something that they perceive as an obstacle to reach the previously written aspirations.
- In order to do that, each learner is given 2 balloons on which he/she writes down the 2 hindering elements, and ties down each balloon with a string whereby one side of the string should be connected to each of their legs. Before tying the balloons to the legs each learner presents these two elements to the group.
- Now it is time to let go of these “ties” – learners are invited to let go in a way, that they have to pop the balloons ties to their legs with their feet – they can also do that to other learners but in a manner of offering help (it is not a competition – invite them to try it by themselves).
- Resume short feedback from learners after this exercise: Why is it sometimes so hard to loosen the ties, what can motivate us to lose what is hindering us, what change does it take in order to do so if any...?

VARIATIONS: In case you also include a population with physical limitations, adjust the exercise in a way that people can sit and still cooperate by trying to pop the balloon with something else.

A LETTER TO YOUR FUTURE SELF

DURATION: 1 hour

PURPOSE: This exercise is aimed at creating a basis in the personal determination to set realistic goals for the future.

N. LEARNERS: Up to 15 learners

MATERIALS: enough space for learners to have a quiet place to sit on, pens, paper.

INSTRUCTIONS:

- Invite learners to close their eyes (this is a creative visualisation game) to come on board of their future story. Try to lead the visualisation with these questions:

Imagine, that tomorrow, all of a sudden, you wake up and you are working/being included in an environment, that you like and doing things you are good at...can be a workplace, workshop, a club...

What is it that you do...what kind of work...?

What kind of work do you do...how does your environment look like...?

Are there any people around...how are they like...?

When you finish a task, how does this make you feel...?

and Imagine your day is slowly moving to an end... – *what kind of feelings do you carry in you? How was the day for you...?*

- After the learners close their eyes you can continue in two different ways. Either write a letter to “our future tomorrow” explaining what small actions each of them can undertake to achieve what he/she imagined for...OR...invite learners to group conversation – sharing their visualisation ...what did you imagine? How do you think is this achievable to you....? what is it that you already do in order to reach what you imagine...what are your best qualities that can help you...what else?

VARIATIONS: In case you also include a population with physical limitations, adjust the exercise in a way that people can sit and still cooperate by trying to pop the balloon with something else.

ADDITIONAL RESOURCES:

You can always refer to resources in Unit 2. In addition to that, useful information can be found also within the following resources:

- ARTERY: Art – Education – Therapy (2012) Education and training; Lifelong learning (2007-2013); GRUNDTVIG; Multilateral projects. *MANUAL OF SOCIAL COMPETENCE*. Retrieved from: <http://89.161.145.61/ARTERY/publications.html>
- Brander, P.; Cardenas, C.; de Vicente Abad, J.; Gomes, R.; Taylor, M. (2004). *Education Pack “all different - all equal”*. Directorate of Youth and Sport, Council of Europe. Retrieved from: <https://rm.coe.int/1680700aac>
- *How can a personal narrative help improve your self-confidence?* (23.01.2020). www.arcstorytelling.com. Retrieved from: <https://www.arcstorytelling.com/chronicles/personal-narrative-help-improve-self-confidence>
- Frühmann, P.; Hamilton, N.; Broer, Y.; Mogensen, L.; Frezza, L., Hamilton, J. (2016). *RAISING STRONG AND RESILIENT COMMUNITIES – A Narrative and Story Approach to Empower Cooperation, Cohesion and Change Communities through Non – Formal Education*. Retrieved from: <https://rsrc.eu/project.html>

UNIT 5 - GOALS SETTING

As an aspiring individual, we surely have the desire to do or complete certain things in life. Because of that, creating goals can help us to know what we're aiming for in life. It gives us a framework to achieve milestones and provides a path for us to actually do them. Goals are our aspirations. When we set a goal, we create an aim for a set of behaviors (Latham and Locke, 2002). Setting goals for ourselves can include so many aspects in life that we want to achieve. This includes our personal and professional goals.

According to Miner (2005), there are three core principles of how goal-setting works: motivate individuals to put in the required effort to set tasks; motivate individuals to keep persisting in the required behaviors or activities over time; motivate individuals to stay focused on the objectives and tasks they are trying to achieve, rather than becoming distracted by irrelevant behaviors.

It is known that there are two types of goals that we can plan: short-term and long-term goals. However, no matter what type of goals we choose, creating goals for ourselves will require dedication and focus in accomplishing them. We need to make a daily commitment to adapting our behaviors, mindset, and habits to work towards achieving our goals. By practicing it constantly, it will lead us to big results over time. To do that, it is also important to set specific, clear, and measurable goals, which can be done by following several models of goal-setting. We will find out about those models in the activities of this unit.

To achieve the objectives of this unit, we will plan and perform some activities related to goal-setting. The exercises will include individual and group activities. **Individual activities** are important to stimulate learners' mind in thinking, planning, until creating their own goals, which can be personal or professional goals. Meanwhile, **group activities** can help in bringing people together to explore and share their ideas creatively. They can also get new inspiration and motivate each other to accomplish their objectives in life.

LEARNING OBJECTIVES

After completing this unit, it is expected that learners will be able to set their own personal and professional goals through the planned activities in this program. In this unit, there are some purposes to achieve by the learners, especially in the matter of goals setting:

- » Understand the importance of goals setting and how to formulate goals by using the SMART model.
- » Motivate learners in creating and exploring their personal goals.
- » Motivate learners in achieving their personal goals.
- » Motivate learners in setting their professional goal.

SESSION OUTLINE

UNIT 4: GOALS SETTING			
Topic	Learning Outcomes	Duration	Training Activities
I. 1) The importance of goals setting and planning personal and professional goals.	<ul style="list-style-type: none"> » Learners understand the importance of goals setting. » Learners can create and explore their personal goals. » Learners can formulate their goals by using a model of goals setting. 	20 min	9. General activity: Introduction to goals setting and its model of formulating the goals.
		30 min	10. Individual activity: Create personal goals by following the model of goals setting: SMART.
II. 2) Planning professional goals.	<ul style="list-style-type: none"> » Learners will be able to plan their professional goals. 	40 min	11. VISIONING PROFESSIONAL GOALS
		20 min	12. Individual activity: create professional goals.
		20 min	13. Group activity: discussion or sharing session.
III. 3) Taking actions in accomplishing personal goals.	<ul style="list-style-type: none"> » Learners can explore and share their ideas creatively to the others in creating or planning their goals. » Learners get motivated in achieving their personal goals. 	25 min	14. Group activity: "Paper Holding"
		25 min	15. Group activity: "One, Some, Many"
		20 min	16. Group activity: discussion and sharing session.
IV. 4) Creating goals map	<ul style="list-style-type: none"> » Learners will be able to elaborate their personal and professional goals in a map to visualize what they have thought and planned. 	1 hour	17. Individual activity: creating goals map (like treasure mapping).
TOTAL SESSION DURATION		4 HOURS	

SESSION DEVELOPMENT

TOPIC 1: THE IMPORTANCE OF GOALS SETTING AND PLANNING PERSONAL GOALS

Icebreaking is used at the beginning of a course to help the learners get to know each other. It is important to start the session on a positive note by making sure that all learners feel comfortable and get to know each other. In this session, we will use “Ball Toss” as the icebreaking.

In this topic, learners will be introduced briefly about the importance of goals setting. Goal setting is a powerful process for thinking about the ideal future, and for motivating ourselves to turn this vision of the future into reality (Mind Tools, 2011). The process of setting goals helps us in choosing where we want to go in life. By knowing precisely what we want to achieve, we know where we will be able to concentrate our efforts. We can also quickly spot the distractions that would otherwise lure us from our path.

According to Mind Tools (2011), goals are set on a number of different levels: first, we create our "big picture" of what we want to do with our life. Then, we decide what large-scale goals we want to achieve. Second, we break these down into the smaller and smaller targets that we must hit, so that we can reach our lifetime goals. Finally, once we have our plan, we start working to achieve our goals. We might set personal goals to advance a number of categories in our life for things like hobbies, health, or education.

There are some models of goals setting that are available, but in this session we will introduce to the well-known and most-used framework: SMART model. The SMART model has been widely accepted as the go-to model because it can be applied to simple and complex goals, work goals, personal goals, individual and group goals. SMART stands for: **Specific, Measurable, Achievable, Relevant, and Time-Bound**.

INTRODUCTION TO GOALS SETTING AND ITS MODEL OF FORMULATING THE GOALS.

DURATION 20 minutes.

PURPOSE

Learners can understand the importance of goals setting and recognize the available model of goals setting.

NUMBER OF LEARNERS

Up to 15 people.

MATERIALS

- » Powerpoint presentation (Annex 1)
- » A sheet of information regarding the topic. (Annex 2)

INSTRUCTIONS

- » To begin, each learner will receive an information sheet about the topic, which is about the importance of goal setting and the model to create our own goals.
- » The trainer will explain briefly (but straight to the point) about goals setting, why it is important, and what we can do in order to plan our goals by using a powerpoint presentation.
- » In the powerpoint presentation, it is important to use pictures and brief text. It is expected that trainers can explain verbally the concept of goals setting by following the narration (will be made for this purpose).
- » In this session, we will introduce learners to one model of goals setting that is widely known and used. We choose this model because of its flexibility in applying it to personal and professional goals; also it is easier to understand by learners.
- » SMART model stands for:
 - Specific – Each goal must be specific and as clearly defined as possible. You can have multiple goals, but each one must be clear.
 - Measurable – Each goal must also have clearly defined metrics for how it can be measured – either for progress or the end goal.
 - Achievable – It can be easy to get carried away when setting goals, but a goal that is ultimately not achievable will deplete your motivation. Keep goals small and achievable. You can always build on and add to them later.
 - Relevant – This is where putting some time in to plan your goals can pay off. There's no point in pursuing a goal that doesn't add to your core values or ultimate desires for your life. Make sure each goal is relevant to you.
 - Time-Bound – This links nicely with the achievable step. Make sure you set yourself realistic deadlines for each goal and its required steps to keep you focused and motivated.
- Give examples bad defined goals and good define ones and analyze and correct them together with the group using the smart model.
- » There will be a brief questions and answers time, if learners have questions to ask.

ADDITIONAL RESOURCES

These additional resources are utilized to formulate the information sheet and presentation.

<https://zapier.com/blog/smart-goals/>

<https://positivepsychology.com/goal-setting-exercises/>

<https://www.mindtools.com/pages/article/smart-goals.htm>

<https://www.briantracy.com/blog/personal-success/smart-goals/>

Goal Setting Toolkit (from *mindtools.com*)

Examples of bad defined goals and how to correct them:

<https://7geese.com/5-examples-of-bad-okrs-and-how-to-fix-them/>

<https://blog.rescuetime.com/smart-goals-examples/>

CREATE PERSONAL GOALS WITH THE SMART MODEL.

DURATION 20-30 minutes.

PURPOSE

Learners can create their own personal goals by following the method in SMART model.

NUMBER OF LEARNERS

Up to 15 persons.

MATERIALS

- » One or two sheets of A4 paper for each learner.
- » Printed worksheet of SMART model (Annex 3)
- » Pencil or pen to write.

INSTRUCTIONS

- » After getting information about the importance of goals setting and the SMART model, it is time for learners to create their own personal goals.
- » They will get the SMART model template, one or two sheets of A4 paper, and pen to write down their ideas or plans regarding the personal goals they want to achieve.
- » They have the freedom to use the template directly or they can write the model by themselves on the given papers.
- » It is important to give them their personal space so they can concentrate in thinking and writing the goals.
- » It is also important to make the ambiance or environment of the session very comfortable for them in order to maximize their potential in planning their goals.

ADDITIONAL RESOURCES

These additional resources are utilized to provide the SMART model:

<https://www.mindtools.com/pages/article/smart-goals.htm>

<https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>

Template: <https://www.smartsheet.com/file/ic-smart-goals-worksheet-template-8542dotx>

<https://templatelab.com/smart-goals/>

Template

TOPIC 2: PLANNING PROFESSIONAL GOALS

Being a part of personal goals, planning professional goals can provide us a path to specifically improve our career and achieve certain accomplishments for our professional experiences. We are able to use goals setting when we get a certain task or project, or to personally advance in some ways. In general, we can set goals towards promotions, creativity, education and many other various ways to improve our life and career.

ACTIVITY 3- VISIONING PROFESSIONAL GOALS

DURATION: 40 minutes.

PURPOSE

Foster a clear vision in learners of the professional goals they want to achieve

NUMBER OF LEARNERS

10- 15 persons.

MATERIALS

Paper with questions.

Markers with colors.

INSTRUCTIONS

- » Explain to learners that with a career vision anything should be possible to accomplish, so find a way to turn off any negative thinking that will block you from thinking big. Don't assume the future is limited to what is happening today.
- » Tell learners to close their eyes and breathe deeply and slowly 3 or 4 times being concentrated on the way they breathe.
- » Tell learners to keep eyes closed and imagine the following:

“Imagine sitting in a movie theater, the lights dim, and then the movie starts. It is a movie of you doing your job perfectly. See as much detail as you can create, including your clothing, the expression on your face, small body movements, the environment and any other people that might be around. Add in any sounds you would be hearing — traffic, music, other people talking, cheering. And finally, recreate in your body any feelings you think you would be experiencing as you engage in this activity.

Get out of your chair, walk up to the screen, open a door in the screen and enter into the movie. Now experience the whole thing again from inside of yourself, looking out through your eyes. This is called an “embodied image” rather than a “distant image.” It will deepen the impact of the experience. Again, see everything in vivid detail, hear the sounds you would hear, and feel the feelings you would feel.

Finally, walk back out of the screen that is still showing the picture of you performing perfectly, return to your seat in the theater, reach out and grab the screen and shrink it down to the size of a cracker. Then, bring this miniature screen up to your mouth, chew it up and swallow it. Imagine that each tiny

piece — just like a hologram — contains the full picture of you performing well. Imagine all these little screens traveling down into your stomach and out through the bloodstream into every cell of your body. Then imagine that every cell of your body is lit up with a movie of you performing perfectly. It's like one of those appliance store windows where 50 televisions are all tuned to the same channel."

Once they have finished this process — it should take less than five minutes — ask them to breathe deeply again times and little by little recover the feeling of their bodies and come back to the reality of the room, opening their eyes.

- » Give learners the paper with some of the following questions and ask them to think deeply and individually about all or some of the following questions and to answer as sincerely as they can in the paper. You can select or adapt the questions to the characteristics of your target group:
 - *What would you want to do today if all your bills were paid and you had relatively unlimited cash reserves?*
 - *What would your profession be like if you had the power to make it any way you wanted?*
 - *If absolutely no obstacles stood in the way of your achieving it, what would you most like to attain in your career?*
 - *Who are the people you most admire? What is it about them or their careers that attract you to them? Is there something about what they have or do that you want for your career vision?*
 - *Imagine yourself in the future at a point in which you have achieved great career success. What is it that you have accomplished? What does your life look like?*
 - *What's the one activity you most love? Is it part of your job? If not, how can you make it part of your career?*
 - *What would you like to be working on in 5 years? In 10 years? In 15 years?*
 - *How do you define professional success? Are you achieving some level of success in your current job? What job will help you achieve complete success?*
- » Ask them to use one sentence or a concise paragraph to summarize their answers to write their career vision. Consider writing a short vision statement along with a short description of how they currently see themselves accomplishing it - reaching their vision. They should write everything in the present tense, as if they already have accomplished it. This creates the right frame of mind – confidence about future – rather than keeping the vision in the distant future.
- » Invite those learners who wish it to share their vision with the group.
- » Once they have the sentence, they should write it on a clean sheet, with nice letters, they can decorate it also. This will be their motto.
- » Tell learners to post the sentence in a visible place.

VARIATION: In order to facilitate the vision it could be useful to

SETTING PROFESSIONAL GOALS

DURATION: 10 minutes.

PURPOSE

Talk specifically about professional goals to achieve by the learners.

NUMBER OF LEARNERS

Up to 15 people.

MATERIALS

An information sheet about planning professional goals. (Annex 4)

INSTRUCTIONS

- » To begin, each learner will receive an information sheet about planning professional goals.
- » The trainer will explain briefly (but straight to the point) about planning professional goals, why it is important, and what we can do in order to plan our professional goals.
- » This part must discuss or talk specifically about professional goals because it is important for them to understand that in advancing their career, creating these goals would be very advantageous.
- » One of the information that can be shared to learners:
 Setting professional goals can help us both complete certain tasks or projects and achieve any personal career goals you might have. This can be applied to any type of career we have, for instance if we are an employee of a company or we are self-employed. Our career goals should address our current situation and our larger long-term career ambitions. Citing the article from Indeed.com (2018), here are a few professional goals examples:
 - Achieving a concrete job
 - Being promoted to a certain position
 - Completing a large project
 - Solving a complex problem
 - Improving certain soft or technical skills
 - Successfully switching careers
 - Getting a certain award or recognition
- » Since it is a very brief activity, Q&A session can be done in the discussion part.

ADDITIONAL RESOURCES

Resources about planning professional goals to create the information sheet:

<https://www.indeed.com/career-advice/career-development/setting-goals-to-improve-your-career>

<https://www.indeed.com/career-advice/career-development/smart-goals>

<https://hr.berkeley.edu/development/career-development/goal-setting/career-plan-vision>

<https://www.thebalancecareers.com/goal-setting-526182>

CREATE PROFESSIONAL GOALS.

DURATION 20-30 minutes.

PURPOSE

Learners can create their own professional goals by using the SMART model.

NUMBER OF LEARNERS

Up to 15 people.

MATERIALS

- » One or two sheets of A4 paper for each learner.
- » Printed template of SMART model (Annex 3)
- » Pencil or pen to write.

INSTRUCTIONS

- » After getting information about professional goals setting and the SMART model, it is time for learners to create their own professional goals.
- » They will get the SMART model template, one or two sheets of A4 paper, and pen to write down their ideas or plans regarding the professional goals they want to achieve.
- » They have the freedom to use the template directly or they can write the model by themselves on the given papers.
- » It is important to give them their personal space so they can concentrate in thinking and writing the goals.
- » It is also important to make the ambiance or environment of the session very comfortable for them in order to maximize their potential in planning their goals.

ADDITIONAL RESOURCES

These additional resources are utilized to provide the SMART model in planning professional goals.

<https://www.indeed.com/career-advice/career-development/smart-goals>

<https://www.mindtools.com/pages/article/smart-goals.htm>

<https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>

Template: <https://www.smartsheet.com/file/ic-smart-goals-worksheet-template-8542dotx>

<https://templatelab.com/smart-goals/>

Template

GROUP ACTIVITY: DISCUSSION OR SHARING SESSION.

DURATION 20 minutes.

PURPOSE

- » Learners can share their plans, ideas, and insights of their personal and professional goals to the others.
- » Learners can get new inspiration and motivate each other to accomplish their personal and professional goals in life.

NUMBER OF LEARNERS

Up to 15 people.

MATERIALS

- » Sheets of personal and professional goals that learners have created from the previous activities.

INSTRUCTIONS

- » After doing the individual activities in creating personal and professional goals, it is time for the learners to sit in a circle. Make sure everyone is included.
- » Led by the trainer, a group discussion will begin.
- » This session is important to let learners share, asking, or elaborating their ideas regarding personal and professional goals.
- » First 10 minutes will start with sharing their personal goals that have been made from the second activity. Trainer can ask who is going to share their goals first, then followed by others.
- » The second 10 minutes will discuss their professional goals. It is important for the trainer to specifically lead the group discussion in talking about this topic.
- » The flow of discussion is free, depending on the enthusiasm and active participation of the learners.
- » Make sure that each learner has their turn to elaborate their goals, even though it is only a brief explanation.

ADDITIONAL RESOURCES

How to conduct a group discussion:

<https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/group-discussions/main>

<https://managementhelp.org/groups/discussion.htm>

<https://www.managementstudyhq.com/group-discussion-techniques.html>

TOPIC 3: TAKING ACTIONS IN ACCOMPLISHING PERSONAL GOALS

In this part, learners will be involved in some group activities. Group activities can help learners in exploring and sharing their ideas creatively. They can also get new inspiration and motivate each other to accomplish their objectives in life.

Main theme of the group activities is problem solving. Therefore, it is expected that learners are able to use their skills in communication (interpersonal, group), cooperative, and teamwork skills such as planning, management, leadership and peer support. This also can improve their personal growth (self-esteem and self-confidence).

PLAYING “PAPER HOLDING”.

DURATION

20 minutes.

PURPOSE

Learners can stimulate their creativity and improve their teamwork in order to solve a problem together in a group.

NUMBER OF LEARNERS

Up to 15 persons.

MATERIALS

» Sheets of paper.

INSTRUCTIONS

- » This paper holding game is a wonderfully simple and fun exercise to stimulate the creative juices of your group. I am often amazed at what people come up with to solve this problem.
- » To play, first, the trainer needs to form learners into teams of three to five people. Four works well, but any more than five and you risk some folks having little to do.
- » By way of demonstration, ask two persons from a team to volunteer and hold one sheet of paper between the palms of one of their hands. Then, trainers could add a second piece of paper, to be held between the palms of their other hands. Through this demonstration, most groups will get the idea at this point.
- » Trainer needs to announce that he/she would like to challenge each team to work together to find the best way to support as many sheets of paper off the ground by using only their bodies with their group members.
- » There are limitless perspectives of what success looks like in this exercise, so a few critical parameters are useful to guide fair play. Trainer will explain the following guidelines:
 - Only one sheet of paper can be affixed between any two body parts;
 - No adhesives can be used to hold paper to one's body;
 - Folding the paper is not permitted;
 - Each sheet of paper must be in contact with both team members; and
 - No two sheets of paper can be touching.

- » Trainer will distribute a wad of paper to each team, or establish a central pile, and ask that each group take what they need when they need it.
- » After every team is ready, the trainer will command, “GO!”
- » Allow the teams to play up to 10-15 minutes and the trainer will survey the results.

VARIATIONS

- » Trio Challenge: As above, involving three persons collaborating on the same task.
- » Partnership Challenge: As above, but in teams of only two people. This means the pair need to work out how to distribute the sheets of paper and keep a hold of the paper they are already pressed against. Very difficult, but very fun.
- » Speed Round: Allow only two minutes to solve the problem.
- » Alternative Media: Use smaller pieces of paper, or fabric, indeed, any material.

ADDITIONAL RESOURCES

The detailed explanation of “Paper Holding” activity, including the video:

<https://www.playmeo.com/activities/team-building-problem-solving-activities/paper-holding/>

<https://www.youtube.com/watch?v=SrchX8vjB6M>

PLAYING “ONE, SOME, MANY”

DURATION 15-20 minutes.

PURPOSE

Learners can focus on their own goals and identify common objectives in a group, then work together to achieve them, even when everyone does not share the same goals. It also can help teams reflect on where there are overlaps in the goals they want to achieve, and how to work collaboratively on them.

NUMBER OF LEARNERS

Up to 15 persons.

MATERIALS

- » Papers
- » Markers and whiteboard
- » Sticky notes

INSTRUCTIONS

- » *Step one:* Focus on the ‘ONE’ part of the activity title. Each learner has a selection of post-it notes and the opportunity to write out their individual goals. Aim for 1-3 goals per person. These can be small goals or long term, but keep them concise when writing them down.

- » *Step two:* Focus on the ‘SOME’ part of the activity title. Learners get into pairs or small groups of three and share the individual goals they have written down. If there are some that are the same, they can combine these to make one shared goal. Ask each group to identify other overlaps and similarities.
- » *Step three:* Now focus on the ‘MANY’ part of the activity title. Using a large piece of paper or whiteboard, ask each team to come and place their post-it notes on the board. This activity should take the longest as learners will need to identify other similarities and overlaps and combine goals. The group can discuss as a whole which goals are the most common and identify how to work on these collaboratively.

ADDITIONAL RESOURCES

The sources of the “One, Some, Many” activity:

<https://www.indeed.com/career-advice/career-development/goal-setting-training-games>

<https://positivepsychology.com/goal-setting-exercises/>

DISCUSSION AND SHARING SESSION.

DURATION 20 minutes.

PURPOSE

- » Learners can reflect on the group activities they have done together.
- » Learners can share their plans, ideas, and insights in taking actions to accomplish their goals.
- » Learners can get new inspiration and motivate each other to accomplish their personal and professional goals in life.

NUMBER OF LEARNERS

Up to 15 persons.

MATERIALS

- » Sheets of personal and professional goals that learners have created from the previous activities.
- » Sheets of group activities from each group (“One, Some, Many” activity).

INSTRUCTIONS

- » After doing the group activities, it is time for the learners to sit together in a circle. Make sure everyone is included.
- » Led by the trainer, a group discussion will begin.
- » This session is important to let learners share, ask, or elaborate their own ideas regarding the group activities they have done together.
- » Trainer can ask them what challenges they have encountered during the activities, how they can solve them together with their peers, or how to make them work together despite the different goals they have.
- » After that, the trainer will lead the group to discuss ideas they have in accomplishing their personal and professional goals to each other. It is expected that all learners

can be involved in this part, because it is very important to them to give each other insights in achieving their goals.

- » Make sure that each learner has their turn to elaborate their ideas or goals, even though it is only a brief explanation.

ADDITIONAL RESOURCES

How to conduct a group discussion:

<https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/group-discussions/main>

<https://managementhelp.org/groups/discussion.htm>

<https://www.managementstudyhq.com/group-discussion-techniques.html>

TOPIC 4: CREATING GOALS MAP

In this part, learners already have made their personal and professional goals by using the SMART model. During or before, their goals also might be changed because of the group activities they have done together, which they are allowed to modify here since they can create their goals map based on their preferences. By making goals map, learners can see the visualization of their plans and see if they can explore more things in accomplishing their goals.

Visualization is a wonderful tool to help us in building a picture of what we want certain aspects of our life to look like. When it comes to goal setting, visualization can become tricky as it takes time to concentrate and re-visualize what we are working towards when we need a quick boost of inspiration and motivation. It can be a drawing, painting, collage, or digital art. To make it easier to explain, this goals map looks like a mind map.

INDIVIDUAL ACTIVITY: CREATING GOALS MAP (LIKE TREASURE MAPPING).

DURATION

1 hour.

PURPOSE

Learners will be able to elaborate their personal and professional goals in a map to visualize what they have thought and planned.

NUMBER OF LEARNERS

Up to 15 people.

MATERIALS

- » Papers (white, various color)
- » Scissors
- » Old magazines or newspapers
- » Pencils
- » Pens
- » Colors (crayons, markers, watercolor, etc.)
- » Big carton/*cartulina* (cut it into 2 parts, each cut for 1 person)

INSTRUCTIONS

- » To begin, each learner will receive the half-cut carton. They will create their goals map there.
- » Trainer prepares the tools they need to cut, draw, or structure learners' personal and professional goals on the carton.
- » Before they begin to start, trainers can show the learners some examples of goals map that have been made, so they can get more ideas to do.
- » Learners have their sheets of personal and professional goals on the place where they will work. It is their main guide in creating the map.

- » They can create the goals map by following the SMART model. For instance, they can make a cloud of S (Specific), elaborate their goals inside, then followed by the other words.
- » Learners can align their images, drawings, or collage in a way that they can see how they connect.
- » Learners have their freedom in creating their own goals map. It is important to make them comfortable and confident in doing this activity, since it is going to be a reflection of the whole session.
- » Once finished, learners will display their goals map to their peers. They can also share or explain to each other if needed.

ADDITIONAL RESOURCES

Resources about creating goals map:

<https://zapier.com/blog/mind-mapping-tutorial/>

<https://simplemind.eu/how-to-mind-map/examples/goals/>

<https://www.usingmindmaps.com/mind-map-smart-goals.html>

https://medium.com/@Lynia_Li/how-to-use-mind-mapping-for-goal-setting-a52786c6e8f2

<https://www.theguardian.com/careers/mind-mapping-tony-buzzan>

Goal maps examples: Annexes 4-8

UNIT 6 - MOTIVATION AND ACTION TAKING

LEARNING OBJECTIVES

Motivation is general willingness to do something. In other words, motivation is the psychological process that determines the intention or predisposition, direction, and persistence of behavior. It is what causes us to act. It can be seen as the set of internal forces that make us act to achieve a certain goal as the answer to certain need.

The motivation flows from inwards, from our values, natural curiosity, or our passions. An individual's motivation to aspire to a certain goal is influenced by person factors and by situation factors, including the anticipated outcomes of actions and their consequences.

However, there are two different perspectives regarding motivation and taking action. One perspectives says that motivation triggers an action in someone. Meanwhile, the other point of view declares that action isn't just the effect of motivation, but also the cause of it. Nevertheless, the key to motivation and action taking is elaborated in an endless loop of:

Action ↔ Inspiration ↔ Motivation

Therefore, by having mutual influence with inspiration and motivation, taking action towards our dreams and goals is clearly vital. It is important to take a note that when we take action, not only additional resources come our way, but we also get the feedback that helps us to adjust our course and refine our approach in achieving our goals.

In this unit, there are some purposes to achieve by the participants, especially in the matter of motivation and action taking:

- » Encourage participants in determining their motivation.
- » Encourage participants in maintaining their motivation.
- » Encourage participants in taking action to achieve goals based on their motivation.

To achieve the objectives of this unit, we are going to plan and perform some activities related to motivation and action taking. The exercises will include individual and group activities. **Individual activities** are important to stimulate participants' mind in determining their motivation, maintaining the motivation they have, also taking action based on their motivation. Meanwhile, **group activities** can help in bringing participants together to explore and share their ideas creatively. They can also get new inspiration, encourage, and appreciate each other to find their motivation and take action to achieve the objectives they have.

After completing this unit, it is expected that participants will be able to determine and maintain their motivation, also to take a real action to achieve their goals based on the motivation they have decided.

SESSION OUTLINE

UNIT 6: MOTIVATION AND ACTION TAKING			
Topic	Learning Outcomes	Duration	Training Activities
I. Introduction	» Participants are able to get to know each other.	15-20 min	1. Ice breaking activity: truth or lies
II. Determining motivation	» Participants can recognize their potential in finding their motivation.	30-45 min	2. Individual activity: turn should to could
	» Participants will be able to determine their motivation in achieving their goals or dreams.	20 min	3. Group activity: me too
		40 min	4. Group activity: pain-gain map
		» Participants can encourage themselves to take the next step based on their motivation.	90 min
III. Taking action	» Participants can encourage themselves in taking action to achieve their goals.	30 min	6. Group activity: the highest tower
	» Participants can take actions and stay motivated in achieving their goals.	10 min	7. General activity: start, stop, continue
TOTAL SESSION DURATION		4 HOURS	

SESSION DEVELOPMENT

TOPIC 1: INTRODUCTION

We use the ice breaking at the beginning of a course to help the participants get to know each other. It is important to start the session on a positive note by making sure that all participants feel comfortable. In this session, we will use “Truth or Lies” activity as the ice breaking.

ICE BREAKING ACTIVITY: TRUTH OR LIES.

DURATION

20 minutes.

PURPOSE

Welcome participants to the session, introduce one to another, and to get to know each other.

NUMBER OF PARTICIPANTS

Up to 15 persons.

MATERIALS

- » Name tags.

INSTRUCTIONS

- » Provide each participant with a name tag, but to begin, they need to flip their name tag to hide their name first. They can flip back the name tag after this activity ends.
- » Trainer instructs participants to sit in a circle facing each other.
- » Trainer asks each participant to come up with three facts about themselves and one lie. The lie should be realistic instead of extravagant/exaggerated.
- » Go around the circle and have each person state the three facts and a lie in a random order, without revealing which is the lie.
- » After someone shares, the others must guess which one is the lie.

VARIATIONS

Depends on the participants, the icebreaking activity can be done in other way if there is an issue to do the “truth or lies”. Here is another idea to do the ice breaking:

Unique Characteristics

- » Provide each participant with a name tag, but to begin, they need to flip their name tag to hide their name first. They can flip back the name tag after this activity ends.
- » The trainer divides the group into pairs and give participants a few minutes to interview each other.
- » After a while, each participant should introduce their partners by name and to share at least two unique characteristics about them.

ADDITIONAL RESOURCES

Several options of icebreaking activities:

<http://reprolineplus.org/system/files/resources/icebreak2.pdf>

<https://www.wrike.com/blog/team-building-games/>

TOPIC 2: DETERMINING MOTIVATION

Motivation is a powerful, yet tricky thing. Sometimes it is really easy for us to get motivated and we find ourselves wrapped up in a whirlwind of excitement. Other times, it is nearly impossible to figure out how to motivate ourselves and we are trapped in a death spiral of procrastination.

Powerful motivation comes in understanding that we can achieve anything we truly desire in our heart. It is the knowledge that we are destined to fulfill our every goal, which drives us to change. The decision is the first step towards change. Regardless of the decision, every change requires some form of action.

Because of that, motivation seeks to explain the direction, persistence, and intensity of goal-directed behavior. We determine motivation that works simultaneously with action taking, which pushes ourselves in achieving our goals. As explained before, action, inspiration, and motivation are in an endless loop in the process of working towards the objectives we have. In this part, participants will learn to recognize and determine their motivation so they can do something concrete to achieve their goals.

INDIVIDUAL ACTIVITY: TURN SHOULD INTO COULD.

DURATION

30-45 minutes, depends on the amount of participants.

PURPOSE

- » Identify the potential that participants have based on their belief system from the statement “I should” to “I could”.
- » Set the potential of participants as the base of their motivation in taking action to achieve their goals.

NUMBER OF PARTICIPANTS

Up to 15 persons.

MATERIALS

- » A4 paper.
- » Pens or markers to write.

INSTRUCTIONS

- » Each participant gets the template of self-esteem inventory on an A4 paper.
- » Make sure they also get the pens or markers to write.
- » Make sure that each participant feels comfortable.
- » Trainer asks participants to write “I should” at the top of the paper.
- » Then, they should complete the sentence in five to ten different ways. Examples:

- *"I should be strong."*
- *"I should be at my best."*
- *"I should remain quiet over dinner."*
- *"I should get a post graduate degree."*
- » Beware that some people may struggle to start so give them plenty of time.
- » Once finished, trainer asks the participants to read the list to him/her one at a time.
- » As trainer hears each statement, ask "Why?"
- » The answers are often revealing and quite interesting. They can lead bot trainer and participant to a conversation. Don't interrupt the participant at this point, though. Trainer needs to listen to their answers and take notes. Here are examples of answers for statements listed above:
 - *"Because my dad wanted me to be strong."*
 - *"Because I have to be perfect."*
 - *"Because my mum told me so."*
 - *"Because my brother and sister have a PhD and my family wants me to follow suit."*
- » As trainer remains quiet, participant will feel the silence and might give him/her more clues. Listen carefully and take notes:
 - *"Because I am too slow, too tall, too short, too ugly, too fat, too thin, unprivileged, etc."*
- » These answers help trainer to see where they are stuck in their belief system.
- » Now, trainer explains that the word "should" is a particularly damaging word and needs to be avoided. Every time they say "should", it means that they are or were *wrong*; that they are not good enough and they are not doing or being something that they *should* be.
- » Trainer needs to explain that instead of "should", participants must use "could".
- » Ask participants to read through the list again and this time convert the "should" in each statement to "could":
 - *"If I really wanted to, I could..."*
- » Ask participants to see if anything can be dropped from the "should" list that would lead to a sense of relief.
- » Trainer summarizes what they have covered in this exercise:
 - That some limiting beliefs are there because participant wants to please others.
 - That these limiting believes can be eliminated once each participant knows they are not needed.
 - That participant must aim to avoid "should" and replace it with "could".
 - That participant doesn't have to live according to someone else's standard. People always have a choice.
 - That the point of power is in the present moment. Participant can change right now, this very moment, if there is a will.

ADDITIONAL RESOURCES

<https://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/1182/categoryId/113/Eliminate-Wrong-Beliefs-Turn-Should-to-Could.aspx>

GROUP ACTIVITY: ME TOO.

DURATION

20 minutes.

PURPOSE

- » Help participants to get to understand others' experience based on the same thing they actually have done.
- » Help participants to motivate each other by getting to know more each other.

NUMBER OF PARTICIPANTS

Up to 15 persons.

MATERIALS

- » Coins, toothpicks, or colored paper cut in small pieces.

INSTRUCTIONS

- » Trainer divides participants into small groups of 4-6 persons, then each group sits in a circle.
- » Every participant in the group gets 10 coins/toothpicks/small piece of colored papers.
- » The first participant in the group states something he/she has done (e.g. water skiing).
- » Everyone else who has done the same thing admits it and puts one penny in the middle of the circle.
- » Then, the second person on the right of the first person states something (e.g. I have eaten frogs' legs).
- » Everyone who has done it puts another coin in the center.
- » Continue until someone has run out of pennies

ADDITIONAL RESOURCES

https://sixth.ucsd.edu/_files/_home/student-life/icebreakers-teambuilding-activities-energizers.pdf

GROUP ACTIVITY: PAIN-GAIN MAP.

DURATION

40 minutes.

PURPOSE

Develop an understanding of motivations based on pains and gains.

NUMBER OF PARTICIPANTS

Up to 15 persons.

MATERIALS

- » Flipchart or A3 papers for each group.
- » Post-it.

- » Pens or markers to write.
- » A photo of man or woman with certain attributes or doing certain activity.

INSTRUCTIONS

- » Any decisions often boil down to one's basic choices between benefit and harm. By capturing these specifics for a key person, each group may uncover the most relevant points to bring up in presenting or influencing the person's decision.
- » In this case, participants are challenged to determine the pain and gain of a person by only looking at what they see on the photo of that person. They need to explore their creativity and maximize their analysis skills to do this activity.
- » Trainer starts by writing the key person's name and putting a photo of that person on a wall as introduction to the groups.
- » Trainer asks about this person's pains first by prompting the group to step inside his/her mind and think and feel as he/she does. Capture the answers on one side of the person:
 1. *What does a bad day look like for him/her?*
 2. *What is he/she afraid of?*
 3. *What keeps him/her awake at night?*
 4. *What is he/she responsible for?*
 5. *What obstacles stand in his/her way?*
 6. *Etc.*
- » A persona's gains can be the inversion of the pain situation—or can go beyond. Trainer can encourage participants in capturing these on the opposite side by asking:
 1. *What does this person want and aspire to?*
 2. *What is his/her goals?*
 3. *How does he/she measure success?*
 4. *Given the subject at hand, how could this person benefit?*
 5. *Etc.*
- » Each group has 20 minutes to discuss and create the pain-gain map of this persona. They also can use post-it to create the map.
- » Trainer explains to each group that they need to summarize and prioritize the top pains and gains of this persona.
- » After that, each group will present their map to the rest of the participants, introducing the persona they have created in identifying what he/she has.
- » At the end of activity, trainer gives conclusion to the participants that pains and gains of someone could be the motivation of them to achieve their objectives. By learning their pains and gains, they also can identify what steps or what ideas they can use as motivation.

ADDITIONAL RESOURCES

The photo of man or woman can be chosen and downloaded here:

<https://www.pexels.com/search/man/>

<https://www.pexels.com/search/woman/>

<https://www.sessionlab.com/methods/pains-gain-map>

<https://gamestorming.com/pain-gain-map/>

The example of pain-gain map:

<https://gamestorming.com/wp-content/uploads/2011/03/pain-gain-map.jpg>

INDIVIDUAL ACTIVITY: SELF-MOTIVATION MAP.

DURATION

90 minutes (1 hour 30 minutes).

PURPOSE

- » Encourage participants to determine their motivation in achieving their goals or dreams.
- » Encourage participants to elaborate their concrete steps in order to be motivated and focused on achieving their objectives.

NUMBER OF PARTICIPANTS

Up to 15 persons.

MATERIALS

- » Sheets of A3 paper.
- » Sheets of A4 paper.
- » Pens and pencils to write and draw.
- » Markers, crayons, or paints to color.
- » Scissors.
- » Rulers.
- » Old magazines, old brochures, or any unused printed media.
- » Computer and projector.

INSTRUCTIONS

- » After exploring ideas, inspiration, and feedbacks from previous activities they have done, it is time to create the self-motivation map.
- » Participants can use the sheet from “turn should into could” activity as the base of their motivation map.
- » At this point, participants can determine what goals they want to achieve. It can be general as in their life as a whole, or be more specific. For example, they have certain objectives in these aspects:
 - *Career or work experience.*
 - *Education.*
 - *Social life.*
 - *Relationships.*
 - *Family.*
 - *Etc.*
- » To help them creating the map, it is essential for them to answer these following questions:
 1. *What is my goal?*
 2. *What are my reasons for wanting to achieve my goal?*
 3. *What steps do I need to take to move closer to my goal?*
 4. *When do I want to reach my goal?*
 5. *What would be the consequences of not being motivated to achieve my goal?*
 6. *What stops or reduces my motivation?*
 7. *What obstacles or barriers may I face that will sabotage my motivation?*
 8. *How can I overcome those obstacles?*

9. *What habits can I create to increase my motivation?*
10. *What I still need to achieve my goal?*
11. *What tangible reminders do I need to see to stay motivated?*
12. *Who can help or/and support me?*

- » Trainer gives that list to participants, then they need to write them down onto an A4 paper. Give them time to write it down about 20-30 minutes.
- » After that, trainer gives each participant the A3 paper to create the self-motivation map.
- » Participants need to create the map based on their answer of 12 questions above. They have the freedom to include all or some of the answers in order to create a well-elaborated map based on what they desire.
- » Trainer can show the example of self-motivation map through a photo or projected on the computer.
- » Participants have the freedom to create their map as creative as possible. They also can use any old magazines or any secondhand printed materials to decorate their motivation map.
- » After they finish, they have time to see what they have made and contemplate it.

ADDITIONAL RESOURCES

<https://www.lifecoach-directory.org.uk/memberarticles/10-questions-to-ask-yourself-to-increase-motivation>

<http://learningfundamentals.com.au/action-leads-to-motivation/>

<http://www.mindmapinspiration.com/time-to-think-mind-map-paul-foreman/>

<https://thedoepkergroup.com/5-questions-for-determining-motivation-and-uncovering-passion/>

Example of self-motivation map

<https://learningfundamentals.com.au/wp-content/uploads/Get-motivated-mindmap-3-A4.jpg>

<http://www.mindmapinspiration.com/wp-content/uploads/2017/04/time-to-think-t3-mind-map.gif>

TOPIC 3: TAKING ACTION

Taking action towards our dreams and goals is extremely important, but it's not always easy to stay consistent and build momentum. However, taking action is one of those important pieces to the puzzle along with proper planning and the drive to succeed. Influenced by our motivation, we take real action that moves ourselves progressively and positively towards the achievement of our goals. If we are able to take action, we are the ones that see the results.

By taking action, it means that we won't allow any excuses from ourselves to postpone or procrastinate what we already have planned. We are totally committed to the plan. Supported by our motivation, we are going to have interesting journey in taking action to fulfill our objectives.

To take action, there are various ways to make ourselves to do it. The examples of action taking are creating certain routine or habit, cut any distraction that might disrupt our

process in achieving goals, or interact with people that have a similar focus or goal. Those activities also help us to stay motivated in achieving our goals.

GROUP ACTIVITY: THE HIGHEST TOWER.

DURATION

30 minutes.

PURPOSE

- » Explore the cooperation and competition among participants.
- » Take action in achieving certain objective.
- » Encourage creativity from participants in taking action.

NUMBER OF PARTICIPANTS

Up to 15 persons.

MATERIALS

- » Variety of building materials, according to availability, context, and preferences. For example:
 - Matches
 - Toothpicks
 - Colored dough
 - LEGO blocks
 - Wire
 - Paper
 - Glue
 - Stapler
 - Scissors
 - Etc.

INSTRUCTIONS

- » Split participants into small groups of 3 or 4 persons.
- » Participants may sit around a table or sit in a circle on the floor.
- » Trainer distributes building materials to each group.
- » Trainer will instruct the participants and they need to pay attention. Trainer tells the teams, “Your objective is to build the highest tower using the materials on the table. Your tower will not be compared with other teams' towers. You have 20 minutes to complete your tower.”
- » Trainer is not allowed to answer any question. Trainer may repeat the instructions once more. Explain that trainer will not be answering questions during the activity.
- » Get them started. Give time warnings at the end of 10 minutes, 15 minutes, and 19 minutes. Stop the activity after exactly 20 minutes.
- » Take measurements. Depending on how competitive the group is, trainer may measure the height of each tower. Alternatively, trainer may skip this step and proceed directly to the debriefing discussion.
- » After that, trainer Invites participants to reflect about the activity and participate in a brief discussion. Trainer can use this standard set of debriefing questions:
 - *How do you feel?*

- *What happened?*
 - *What did you learn?*
 - *How does this relate to the real world?*
 - *What if...? (Explore alternative scenarios.)*
 - *What next?*
 - *What assumptions did you and your teammates make? Which of these assumptions were crippling and which ones were empowering?*
 - *What ideas and strategies worked well?*
 - *What would you do differently next time?*
 - *How did you define success in this activity? How did this definition affect your strategy, actions, and results?*
 - *How could you have created more value? How could you have added more people, time, materials, and other resources to better pursue the objective?*
 - *What types of communication challenges did you face? How did you handle them?*
- » Trainer will end the activity by creating a conclusion from the brief discussion.

VARIATIONS

The Highest Tower is a frame game to be adapted for a variety of contexts and purposes. Depending on the specific focus and interests of the group, trainer may vary this game to feature different learning points. Trainer can reinforce these points through appropriate debriefing questions. Here are some examples of potential variations:

- » **Other tasks.** Building “the highest tower” creates a good opportunity for teamwork and for challenging assumptions. Depending on the context and objectives, other tasks could work equally well or even better. For example, trainer may ask the participants to build the strongest tower, the longest bridge, the most compelling business presentation, or the most exciting story.
- » **Diversity.** Establish rules about communication that create a cross-cultural environment within and across the teams. For example, some participants can only talk, others can only write, and others can only use gestures. During the discussion, extract learning points that can be associated with real life cross-cultural situations.
- » **Communication.** Trainer can create obstacles to communication by making the participants work blindfolded or by using instant messaging only. During the discussion, discuss how communication variables affect the definition of success.
- » **Different resources.** Distribute different building materials to different individuals or tables. During the debriefing, discuss how access to different resources in real life is used as an excuse to complain about injustice or as an empowering opportunity for collaboration.
- » **Adversity.** Create a chance event 10 minutes before the end that disrupts the normal building process. For example, trainer can announce a cyclone and go around the tables pushing each tower and throwing it down. However, be careful not to antagonize the participants and losing your trust level. During the discussion, talk how the participants deal with the disruptive situation and whether the event increases the anxiety level of the teams.
- » **Team changes.** After about 10 minutes, ask some or all participants to rotate around the tables, totally redistributing the participants.

ADDITIONAL RESOURCES

<https://www.sessionlab.com/methods/the-highest-tower>

GENERAL ACTIVITY: START, STOP, CONTINUE.

DURATION

10 minutes.

PURPOSE

- » Reflect on what participants have learnt from the activities.
- » Elaborate the plan of participants in taking action.
- » Encourage participants to take actions and stay motivated to achieve their goals.

NUMBER OF PARTICIPANTS

Up to 15 persons.

MATERIALS

None

INSTRUCTIONS

- » All participants sit in a circle together.
- » Participants are welcome to use the self-motivation maps they have created on the previous activity.
- » Trainer briefly explains the concept of the activity to participants. Trainer asks the participants to mention their actions to do regarding the goals they have based on three categories:
 - **Start:** What are things that they need to START doing to achieve their goals?
 - **Stop:** What are they currently doing that we can or should STOP to achieve their goals?
 - **Continue:** What are they doing now that works and should CONTINUE to achieve their goals?
- » Each participant will get their turn in explaining those three categories. They only need to elaborate it briefly, like giving statements for each categories.
- » Make sure that each participant feel the support from everyone. Giving applause after explaining these categories would be encouraged.

ADDITIONAL RESOURCES

<https://www.sessionlab.com/methods/start-stop-continue>

MODULE III – DIGITAL SKILLS

INTRODUCTION

This module **aims to strengthen the digital skills of the learners by offering tools to facilitate active online job searching and to improve self-presentation.**

It is designed to implement also the skills acquired during the previous modules and to create an online professional profile keeping in mind the professional goals explored and defined during the module II (Empowerment).

The transversal digital skills achieved at the end of this module will help to direct the learners towards the most used and efficient job-search channels.

Learning outcomes

After completing this module, learners should be able to:

- Communicate effectively on social channels
- Build own personal brand
- Manage online professional profiles
- Create a video curriculum
- Improve the use of LinkedIn
- Deal with online job interviews

Contents

This module is designed to empower the awareness of learners about their own personal brand by guiding them on discovering their digital identity and the most common job-search channels and tools.

Furthermore, the main difficulties related to the use of social media will be tackled and effective strategies will be developed together to deal with some complex situations, including the increasingly widespread cyberbullying.

Main Topics/ Training units

1. Social Media
2. Personal Branding
3. Online job applications
4. Video curriculum
5. LinkedIn
6. Job Interview Training

RECOMMENDATIONS FOR TRAINERS

Trainees highlight that this module, being the most “technical” one, might be considered the most complex, both for the mentors, but also for the trainees. They agree that digital awareness and literacy is critical nowadays. In general, they stated that the online methodology was useful to enhance participants' digital skills, and in particular the module helped them navigate the field of social media and (re)search channels, even though these might have been the 2 most difficult topics.

They suggested to divide participants in different groups, in order to ensure homogeneity and facilitate the learning process. This also helps in easing the flow of the course and in engaging all participants equally. The same apply if the course take place in person and not online.

It is crucial that the trainees have experience in working with people with mental disability (or, if applied to other disadvantaged group, they have experience in working with people with fewer opportunity). In our case, during the piloting having a good grasp of autism was essential, as it helped creating a class environment that benefitted everyone and was important to cater to the needs of participants in an effective way. If such a figure cannot be found, he/she should be accompanied by a mentor with experience in working with people with disability, who can support participants during the activities.

It must be understood that the goal of this module, is not only to equip participants with theoretical and practical knowledge on how to effectively use social media and to produce video CVs as a result. The main goal underneath is to support participants in recognizing their own potential and abilities, and to gain the self-awareness and confidence to exploit them in the search for a job that can truly satisfy them. Mentors must have this clear, as their role won't only be of “teaching”, or to produce an output, but also to follow step-by step each participant in building their own identity. All activities, are meant to be seen within a bigger picture: for example Video CVs are meant feeling comfortable in front of a camera and to talk in public and creating one's “personal brand” helps in recognizing each individual's own uniqueness. Brainstorming about one's personal and professional objectives help participants realizing their own abilities and enhance their lateral thinking ability.

UNIT 1 - Social Media

LEARNING OUTCOMES

The result achieved by the Unit will be to provide the basic tools to use social networks in a conscious way.

The secondary objective is to stimulate every single learner to deepen autonomously the concepts learned here.

In addition, guidelines will be provided to learn how to understand and manage an unfortunately increasing phenomenon: haters, keyboard hate professionals.

SESSION OUTLINE

UNIT 1: Social Media			
Topic	Learning outcomes	Duration	Training activities
1. Facebook, Instagram, TikTok	Learn how to use your account on these socials	3 hours	1st Activity: <i>Introduction to social media</i> 2nd Activity <i>The past: Facebook</i> 3rd Activity <i>The present: Instagram</i> 4th Activity <i>The future: TikTok</i>
2. Manage haters	How to behave when you are attacked on socials	30 min	1st Activity: <i>haters phenomenon</i>
3. Conclusions		30 min	1st Activity: <i>Conclusions</i>
TOTAL SESSION DURATION		4h	

SESSION DEVELOPMENT

TOPIC 1: FACEBOOK, INSTAGRAM, TIKTOK

A social network is undoubtedly a tool that has broadened the horizon of individuals, extending social life, human relationships (even if online) and offering new opportunities in all fields.

Social media architecture not only stimulates people's motivation and interest but also increases equality among them, since it is an environment where everyone can control, create and use content.

It is necessary to offer social media education, that is, the ability to understand its functioning, opportunities and threats.

INTRODUCTION TO SOCIAL MEDIA

DURATION: Around 30 minutes

PURPOSE: Establish the degree of knowledge of the social world

N. LEARNERS: Up to 15 learners (valid for the Unit)

MATERIALS: A classroom, large and spacious enough, a pc, paper and pen for each learner, a projector connected to the teacher's pc (valid for the la Unit).

INSTRUCTIONS:

- Common points for the whole Unit:
 - Distribute students uniformly in the classroom respecting the distances provided by the anti COVID-19 regulations. Pay particular attention to those who have any focus difficulties with the aim of stimulating their involvement.
 - Clarify that it is very important to create a collaborative atmosphere among all in order to achieve greater mastery of the tool.
 - Set up the presentation by alternating explanations with some questions to evaluate understanding and at the same time keep a high attention.
 - Project a slide sequence to reaffirm and synthesize the verbally expressed concepts.
- Have each learner write on a piece of paper:
 - if they use any social media
 - which social media they know and use
 - why they signed up for that /those social network(s)
 - if they're satisfied with what they get
 - how often they check their accounts
 - if they have different behaviours on different socials
- Start a constructive discussion among all learners on the previous points
- Depending on the results and received information, the conductor will decide whether to bring the learners together in groups of maximum 3 or 4 people.

THE PAST: FACEBOOK

DURATION: Around 45 minutes

PURPOSE: Using Facebook

INSTRUCTIONS:

- Facebook presentation will be articulated on the following points:
 1. Characteristics and purposes.
*Facebook was created to connect real people.
 Entering false data is actually counterproductive: for example, entering a bogus birth date we could not take advantage of those Facebook applications, such as horoscopes and birthday reports, which are based on this date.*
 2. Creating an account
Show how to create an account and have it created by those who do not have it (if it is available)
 3. Preparation and diary insertion:
Each learner (or group of learners) updates / compiles his / her diary and inserts the profile and cover photo
 4. Privacy setting:
Show the main settings to correctly configure the visibility of our data

ADDITIONAL RESOURCES

- Possible co-teacher present in the classroom (valid for the Unit).
- Basic guide of FB: <https://www.navigaweb.net/2012/07/guida-base-su-come-usare-facebook.html>
- For privacy set up: <https://www.navigaweb.net/2011/01/cosa-vedono-di-me-su-facebook-amici-ed.html>
- Why is Facebook free of charge: <https://tecnologia360.it/facebook-sa-di-te/>
- More info on use: <https://tecnologia360.it/come-funziona-facebook-guida/>

RESOURCES IN ENGLISH

- How Technology and Social Media Assists People with Disabilities. Thompson, Vilissa: <https://swhelper.org/2013/08/21/how-technology-and-social-media-assists-people-with-disabilities/>
- SociAbility: Social Media for People with a Disability. Holler, Scott. Media Access Australia. <http://www.mediaaccess.org.au/sites/default/files/files/MAA2657-%20Report-OnlineVersion.pdf>
- How do adults with intellectual disabilities use Facebook? Carmit-Noa Shpigelman & Carol J. Gill: <https://www.tandfonline.com/doi/abs/10.1080/09687599.2014.966186>
- 10 Essential Facebook Tips for Absolute Beginners <https://www.makeuseof.com/tag/essential-facebook-tips-beginners/>

- How To Use Facebook – A Basic Facebook Guide (2021)
<https://socialplanner.io/blog/how-to-use-facebook/>

THE PRESENT: INSTAGRAM

DURATION: Around 45 minutes

PURPOSE: Using Instagram

INSTRUCTIONS:

- Instagram presentation will be articulated on the following points:
 1. Characteristics and purposes.
Instagram is a free social network that allows registered users to take and share photos and short videos online.
Its main characteristic is ease.
 2. Creation of one (or more) account
Show how to create an account and have it created by those who do not have it (if it is available): mobile number or email (or log in directly with your Facebook account to speed up registration), name and surname, a nickname and a password, finally a profile photo and it's all done!
It is possible to have up to 5 accounts.
 3. Profile editing:
Each learner (or group of learners) updates / compiles their profile with a brief description of themselves, inserts the photo and possibly their own website. The profile can be public (default) or private: Hamburger menu> Settings> Privacy> Account privacy
 4. Adding friends and becoming follower
Hamburger menu> Settings> Suggested people> Suggested> Connect
 5. Publish a photo, comment, like or send a Private Message
It is possible to edit, add filters, comment, like, tag and even geolocalize photos. Similarly with videos (limited to 15 seconds)
 6. Hashtag on Instagram.
A hashtag is simply a tag, any word (keyword) preceded by a hash sign that contextualises a certain content.
Don't overuse.
 7. Stories on Instagram
These contents are accessible for a limited period of time.
They work like this: you publish one or more personalized videos / photos in vertical format in sequence that are made visible to your followers for only 24 hours.
Upon expiration, the Stories disappear and they are saved in private only in the creator's Instagram account.

ADDITIONAL RESOURCES

- Full Instagram guide: <https://italianeography.com/guida-completa-allutilizzo-di-instagram/>
- Another Instagram guide: <https://www.tecnicovincente.it/come-usare-instagram-guida-completa/>
- For the stories: <https://www.andreapostiglione.com/storie-instagram/>

ADDITIONAL RESOURCES IN ENGLISH

- Beginners Guide to Instagram: Everything you need to know
<https://outofthe925.com/beginners-guide-to-instagram/>
- Instagram Stories: What They Are and How to Make One Like a Pro
<https://blog.hubspot.com/marketing/instagram-stories>
- Instagram Accessibility: <https://later.com/blog/accessible-instagram-account/>

THE FUTURE: TIKTOK

DURATION: Around 60 minutes

PURPOSE: Using TikTok

INSTRUCTIONS:

- TikTok presentation will be articulated on the following points:
 1. Characteristics and purposes.
TikTok is the leading destination for short videos from mobile devices. Our mission is to inspire creativity and bring joy. "Taken from the TikTok Mission
TikTok is an application to make and share short videos, combined with music, filters and special effects, (preferably) from mobile. It is also a fairly powerful video editor.
 2. Creating an account.
To simply view videos, it is not necessary to have an account, just download the TikTok app on your mobile phone or view them from a PC from the site or through viewer sites such as <https://urlebird.com/it/>
If instead you want to interact or publish videos you need an account: show how it is created. Since there are strong security doubts, a fake account will be created with which the various features will be shown.
 3. Profile editing:
It shows you how to update/complete your profile and insert a photo. Fortunately on TikTok it's relatively easy to make your account private if you don't want all the posted videos to be publicly available. Switching to private mode will still allow people to see your username if it's searched, but they will have to ask to follow you first to see your videos.
 4. Creation of a video:

To record a new video using the mobile app, just press the button in the bottom center that will open the camera. You can choose the length of the clip (15 or 60 seconds) or the MV mode which would be a photo editing. The TikTok recorder works by keeping the central button pressed, then releasing the recording stops. You can stop the recording and resume it two or more times. This system simulates a shot from different angles or points of view.

By tapping on Sounds, at the top, you can add a musical background: TikTok has a wide choice of songs and various clips.

For a lip synced video, add the audio before starting recording.

Special filters, augmented reality animations and beauty effects are available.

Before publishing or saving the video, you can edit the clip with other post production tools or add sounds, effects, stickers and cover images. In addition, you can write a description and insert hashtags to make it easy to find.

5. Hashtags, challenges, trends and notifications

Hashtags are used to categorize videos, they are a real functional organizational principle.

The challenges are videos in which a certain action explained in the hashtag is reproduced; taking part in the challenge means making a video performing the same action.

Trends are videos suitable for being imitated and reproduced that a user offers on the social media; in particular they can be choreographies to imitate, audio to reproduce, games to do etc. If the video goes viral and ends up on the "For you" page then it is a trend.

Push notifications are almost always irrelevant and designed only to open the app: simply deactivate or never activate them.

6. Possible dangers and suggestions to avoid them

Main risks can be grouped in:

- *Privacy risk: vulnerabilities detected, non-transparent data processing, lack of agreements with China*
- *Fake news: TikTok uses a non-encrypted HTTP protocol for data transfer between apps and CDNs: researchers have shown that it is possible to hijack TikTok to another CDN with potentially misleading content.*
- *Pedo and pornography risk: TikTok, unlike other social media, does not report suspected pedo and pornography activities*

The bibliography indicates a decalogue for using TikTok safely and consciously

ADDITIONAL RESOURCES

- Possible co-teacher present in the classroom with the function of assistant (valid for the Unit).
- Basic guide of TikTok: <https://www.digitalic.it/internet/social-network/tik-tok-guida>
- Another guide: <https://www.navigaweb.net/2019/12/guida-tiktok-cose-e-come-iniziare.html>
- Community guidelines: <https://www.tiktok.com/community-guidelines?lang=it>
- For personal security: <https://blog.mistercredit.it/2020/01/27/tik-tok-consigli->

per-un-uso-sicuro/

- For personal security again: <https://lucascialo.altervista.org/tiktok-rischi-pedofilia-privacy/#tiktok>

ADDITIONAL RESOURCES IN ENGLISH

- A beginner's guide to TikTok: <https://www.wired.com/story/how-to-use-tik-tok/>
- TikTok marketing: <https://blog.hubspot.com/marketing/how-to-use-tiktok>

TOPIC 2: HATERS MANAGEMENT

The haters' problem has taken on worrying dimensions with the advent of social media. The freedom of opinion and expression, brought into play by what is the world of the web today, has greatly increased the vicious circle of insults on the net, going to affect all areas of everyday / social / political life. The haters pursue a kind of mission that leads them to spend a lot of their time criticizing and/or denigrating those who share part of their life on the web, not distinguishing the fundamental difference between person and character. In fact, cyberspace has become fertile ground for cyberbullying: the extreme expression of hatred expressed through the network that aims to directly target people and which very often has consequences, even tragic, in the victim's real life. Unfortunately, being a very recent problem, there are still no established behavioural guidelines.

HATERS PHENOMENON

DURATION: Around 30 minutes

PURPOSE: How to behave if you are attacked on social media

INSTRUCTIONS:

- Present typical posts of personal attack.
- Frame the hater figure and the different types
- Propose possible patterns of behaviour and their consequences:
 1. Ignoring a criticism suggests it is true
 2. Responding by returning insults diminishes our authority
 3. Delete the posts and ban the hater only when the tones are unacceptable; it is very important to publish a web policy that specifies which behaviours will not be tolerated on our pages.
 4. Responding politely and in detail while ignoring insults allows us to expose our position to the general public. However, it is often insufficient to stop the flood of insults.

CONCLUSION

DURATION: Around 30 minutes

PURPOSE: Draw the conclusions of what has been learned

INSTRUCTIONS:

- The notes written by each learner at the beginning of the day will be reread and discussed in light of what has been learned
- Each learner is required to indicate whether and how their perception of social media has changed

UNIT 2 - PERSONAL BRANDING

LEARNING OBJECTIVES

The clear intention of this unit is to continue the lessons learnt in the first unit through mastering effective communication on social media channels. The phenomenon of building an on-line personal brand brings together at least two different aspects:

- Understanding the threats of on-line appearance and critical communication/use of social media.
- Communication styles to be used in different contexts and media.
- Self-reflection process about personal strengths and skills

Job applications processes changed in recent years, moving on-line, which means that potential employers are also seeking information about candidates online. When thinking about people with disabilities, it is not only about changes in getting around with new presentation techniques but more and more also about awareness on cross effects between the notion of self in the digital world and critical/targeted use of social media channels.

Within this unit, the mentor of the workshop operates as a catalysts of self-reflection process, raising awareness on personal strengths and skills, exchange between learners, establishing a safe environment for all through targeted exercises, supporting learners to search for existing data about themselves (already) available on-line and evaluate the nature of it.

The learning objectives of Unit 2 are thus aimed at increasing awareness of personal strengths/skills/competencies and from this point on gradually building on own personal on-line brand/image; responsible and targeted sharing of personal information, improving social and interpersonal skills and to empower learners to benefit from digital world for their own advantage in job-seeking (transversal digital skills).

SESSION OUTLINE

UNIT 2: PERSONAL BRANDING			
Topic	Learning outcomes	Duration	Training activities
1. About self-branding	<ul style="list-style-type: none"> - the learner will be able to define basic online concepts - the learner will be able to look up for his/her current online personal social image 	2 hours	<p>1st Activity: <i>Short question round – intro to group exchange</i></p> <p>2nd Activity <i>Exploring basic on-line terminology and expressions of self-branding.</i></p>
2. Creating on-line image	<ul style="list-style-type: none"> - the learner will be able to recognize personal strengths and skills - the learner will gain inspiration to create and/or improve an on-line profile/personal video for professional use. 	2 hours	<p>1st Activity: <i>Exploring national job-search portals</i></p> <p>2nd Activity: <i>Finding personal strengths and setting personal profile</i></p> <p>3rd Activity: Introduction to Digital Storytelling</p>
TOTAL SESSION DURATION		4h	

SESSION DEVELOPMENT

TOPIC 1: ABOUT SELF-BRANDING

We live in the so-called information society, whereby the entity of “information” and its use, creation, distribution, manipulation, and integration is the most important element. Communication technologies are the most important element of information exchange growth and have changed the nature of work/operation and organisation of our everyday and working life (Wikipedia, n.d.). Through social media use, which fosters and facilitates information exchange, also the phenomenon of self-branding is getting more and more a part of our daily lives. The “self” is now being marketed as a brand, to distinguish oneself in the labour market or for other purposes. On-line image is getting more and more important, and it is very important for a person to be oriented to what elements the on-line self-presentation is connected to, thus learning more about threats and opportunities when using the internet and social media for self-presentation.

SHORT QUESTION ROUND – INTRO TO GROUP EXCHANGE

DURATION: 0,5 hours

Use the 0,5 hours as a short warm up for the learners to get slowly into the topic.

PURPOSE: The introductory activity is meant to slowly open the questions that arise within the context of social media use and the perception/public image of self. It is not so much about technicalities around policy use/terms of different social media rather than thinking about what our actions and everyday use may bring along.

N. LEARNERS: Up to 15 learners

MATERIALS: No specific materials are foreseen for this activity, although if it seems appropriate or necessary, provide A4 blank paper and pens if the learners feel more comfortable to write things down and later share in the group.

INSTRUCTIONS:

This is an introduction activity for the topic. The mentor operates as a catalyst for a first round communication circle with asking questions to raise thinking about personal information on web and social media:

- Are you aware of the concept of leaving a so-called digital footprint while browsing the web/using social media?
- Have you ever wondered about what kind of pictures you upload and share via different social media you use? How do you think they are perceived from others (potential employers, complete strangers, friends, family...?)
- Do you know how clicking the button “like” in any kind of social media affects your on-line profile?
- Can you name a few on-line job search engines for recruitment processes?

VARIATIONS: It is important to foster exchange of thoughts and information exchange, so no variations are foreseen within this activity, rather than offering a possibility to write down answers to the questions and foster group conversation.

EXPLORING BASIC TERMINOLOGY AND EXPRESSIONS OF SELF-BRANDING

DURATION: 1, 5 hours

PURPOSE: The exercises in this activity are interconnected and are aimed at gradual build up on the awareness about basic terminology in the self-branding process and potential threats to personal on-line image.

N. LEARNERS: Up to 15 learners

MATERIALS: 2 separate lists: 1 with basic terms (cut the terms from A4 paper – each term separately); 1 with short explanation/description connected to terms (also cut each explanation separately) (see the attached proposal of terms and definition at the resources section of this unit); wall, duct tape or board with magnets. If possible, allow the use of smartphones or PC's if available but not in the 1st phase. If possible, the use of personal smart phones is most welcome, or at least availability of PC's for both groups.

INSTRUCTIONS:

1st phase exercise: matching terms

- Divide learners into 2 groups, offering enough space so they can work separately without disturbing each other.
- Make sure each group has the same set of terms/explanations – you can use a box or a bag, to put inside the terms and explanations all mixed up.
- Explain to the learners that they will search for adequate match between cut outs of both lists – they can use a wall or a board with magnets to match the cut outs.

- Encourage them to read through the provided text, offer help whenever needed without proposing the correct match.
- After both groups finish the exercise - gather learners and check the matches done from their side - continue with short feedback and group conversation, depending on results (do check whether something is missing, if not then perfect):
 - What was already familiar to them? How much are they aware of these concepts? Where do they usually post, what kind of social media or web pages do they use? Ask if they can list any job search oriented pages/if they use them already? If terms are somewhat familiar to learners, lead the conversation into the direction of reflecting about awareness of our actions on-line (a simple “like” may affect many things for example on FB or twitter).

Assess if and/or which terms need to be explored more and discuss these terms in more depth – resources provide further information on this topic. If learners come up with other terms, write them down and communicate about their importance.

2nd phase exercise: personal research/digital footprint

- Based on technical possibilities (of either organisation or learners) divide learners into pairs.
- Explain to learners that they will now search for information about each other (entering name and surname in google) (via smartphones or PC's) – if technically this is not possible, make sure to work in 2 groups with at least 2 devices available to them.
- Invite the learners to evaluate the information found on-line from about their peers from different angles and promote discussion about digital image:
 - What kind of data appeared? How much information and what kind of information was revealed? Discuss what kind of footprint we leave on the internet/social media? Evaluate what is good and bad personal information.
- To adapt this exercise to different target public and possibilities/circumstances and if the mentor is willing, the learners can search for information about the mentor on the internet if this feels safer.
- As many learners might use Facebook and Instagram – invite to check each other's profiles and promote the group to exchange information about:
 - What kind of images have been shared (formal, funny, informal, inappropriate, serious, other...)? What kind of language has been used in their posts (formal, funny, informal, inappropriate, serious, other...)? What kind of information has been shared? What else can be found about the other person and his/her profile (age, gender, status update, hobbies, and contacts)?

Round up and gather all ideas and opinions about the importance of on-line image and foster idea exchange, how this affects the future job search, what kind of opinion others would have if they would base their knowledge only from on-line available information. Talk about real and online identity: Is this one and the same thing, do we use small white lies when we are on-line/if so – why? Do we behave differently on different platforms and why?

VARIATIONS: It is important to prepare this session in a way that is most suitable to learners to fully explore the issue of personal appearance on the internet and social media and possible dangers connected to this.

ADDITIONAL RESOURCES

- Bourquin, T. (n.d.) *The Do's and Don'ts of Reputation Management*. Retrieved from: <https://www.onlinereputation.com/the-dos-and-donts-of-reputation-management/> (15.07.2020)
- Digital Job Identities (2017) *Erasmus+ project, Key Action: Cooperation for innovation and exchange of good practices; Action type: Strategic Partnerships for vocational education and training*. Retrieved from: <http://www.digijobid.eu/digijobid/>
- Digit - Boost competences for a responsible use of online identity (2019) *Erasmus+ project, Key Action: Cooperation for innovation and exchange of good practices; Action type: Strategic Partnerships for adult education*. Retrieved from: <https://digitproject.eu/wp/>
- Etiquette in technology (n.d.) *Wikipedia*. Retrieved from: https://en.wikipedia.org/wiki/Etiquette_in_technology#Netiquette
- Information Society (n.d.) *Wikipedia*. Retrieved from: https://en.wikipedia.org/wiki/Information_society
- Online Identity (n.d.) *Wikipedia*. Retrieved from: https://en.wikipedia.org/wiki/Online_identity
- Personal Reputation Management (n.d.). Retrieved from: <https://www.igniyte.com/personal-reputation-management/>
- Tag (metadata): [https://en.wikipedia.org/wiki/Tag_\(metadata\)](https://en.wikipedia.org/wiki/Tag_(metadata))

Worksheet activity 2:

TERM	EXPLANATION / DESCRIPTION
COOKIE	A way of collecting data about your personal online behaviour (visited pages) that can affect your search results when surfing.
DIGITAL FOOTPRINT	It is one's own trace, trail of data, which is created while using the Internet. It is known as the set of traceable digital activities, actions, contributions, and communications that someone leaves on the Internet or on digital devices. It refers to the records and traces we leave behind us as we use the Internet.
GOOGLING	To search for information about something (using a search engine).
INTERNET IDENTITY	Something that an Internet user establishes in online communities and websites; presentation of oneself.
NETIQUETTE	Rules, manners, set of social conventions to be applied within interaction with others through internet networks, blogs, social media, emails etc. when interacting courteously with other people online
PERSONAL BRANDING	The process of establishing a personal mark and promoting oneself, to express and communicate skills, personality, values unique to you – the goal is to build on a good personal reputation that also distinguishes you from others.
PERSONAL DATA	Any information that relates to an identified or identifiable living individual. Different pieces of information which are collected can lead to the identification of a particular person etc.
POST	A message, not necessarily a text one, posted in a newsgroup, in a forum, or in any online message board.
PROFILE	Personal data uploaded on an online platform. Usually personal records (date

	and place of birth, place of residence, etc.) is also called Account (Identity).
PROFILING	Any form of automated processing of personal data, whereby this data is used to evaluate certain personal aspects relating to a natural person, moreover to analyse or predict aspects of a person's performance (at work, economic situation, health, personal preferences, interests, reliability, behaviour, location etc.).
TAGGING	The practice of marking something: a photo, video, person, message, key word, location.
TAG/HASHTAG	Marker, virtual label, keyword usually associated with a digital content (image, article, video). If it is used with the sign #, it is called a Hashtag. It allows you to also search for something in a fast way – we use this sign in social networking services such as Facebook, Twitter, Instagram etc.

TOPIC 2: CREATING ON-LINE IMAGE

The On-line Identity management as a set of methods for creating a unique personal on-line profile is an important element within job search and self-presentation processes. It opens up the process of understanding the connection between self-awareness and on-line presence whereby it is all about finding and exploring our strengths, skills and taking advantage of the existing tools for self-presentation / self-branding. As in the previous topic different on-line concepts and profile research was done, this topic is much more connected to working towards recognizing personal potential and thus making use of this for personal branding process. **Person centred approach, empowerment and solution focused coaching elements are important in this phase in order for a learner to internalize the notion of strengths he/she already has.** Apart from the already mentioned and in order to explore all options for an inclusive/adaptive learning process for creating an on-line image, the digital storytelling approach is becoming a useful set of tools for self-expression and communication also for people with different types of disabilities or other impairment.

EXPLORING NATIONAL JOB-SEARCH PORTALS

DURATION: 0, 5 hours

Use the 0, 5 hours as a short warm up for the learners to get into the topic.

PURPOSE: The introductory activity is meant to check, what kind of social media is particularly used between learners and explore other national/international webpages or social media channels to be used for self-presentation (each country explores their national options and on-line portals connected to job search and profiling).

N. LEARNERS: Up to 15 learners

MATERIALS: At least one PC for the mentor to showcase and search for on-line portals, if possible, also personal smartphones.

INSTRUCTIONS:

This is an introduction activity for the topic. The mentor operates as a catalyst for a first round communication circle with exploring the topic on existing national channels for self-presentation. The focus of this intro activity can finish with one or two portals to be explored (what kind of data is inserted and necessary, what are these channels looking for in terms of personal data, etc.). Work towards fostering group communication about the found data and portals. Based on the previous topic, once again emphasize the focus of profiling engines/companies (as they might explore habits, preferences, aspirations, intentions, behaviour etc. based on data you insert) and explore with the group the elements or data chunks that these portals showcase as vital for setting up a personal profile.

FINDING PERSONAL STRENGTHS AND SETTING PERSONAL PROFILE

DURATION: 1, 5 hours

PURPOSE: The main aim of these interconnected exercises is connecting the self-reflection process with on-line possibilities for creating or improving a personal profile on the most used national portal for job search or personal profile on social media.

N. LEARNERS: Up to 15 learners

MATERIALS: At least one PC for the mentor, if possible, also personal smartphones. Worksheets for each learner, transferable skills table to showcase (see resources section).

INSTRUCTIONS:

1st phase exercise: intro

- Present shortly the “family” of transferable skills, to foster thinking about personal strengths and preferences/wishes.
- After this and before handing out the worksheets to learners, create a circle – each learner has couple of minutes for thinking/writing down at least one thing that he/she is proud of about himself; also one thing he/she remembers to have managed it/done/achieved (the topic or field is not important, it is important that all share something they feel as proud of accomplishing it).
- Continue with discussion – be alert on any discomfort that might appear in the group/in case someone has troubles to make positive affirmations, feels like there is nothing to be proud of or similar, help yourself with solution focused questions i.e.: If tomorrow you wake up, and all of a sudden you realise that you already are/achieved “this...” “are that kind of persons”...”manage to handle this...”, “repair this...”
- After this – individual work continues with worksheets to write down the top skills learners can identify.

2nd phase: setting up a profile/improving profile

- Learners decide about one on-line portal or any other social media where they would like to set up their personal account and try to insert data about them.
- If already having an account, they can also work on improving the existing profile.
- If setting up an account is not vital/or makes sense, try to work on preparing the data in a manner that matches the portal requests in writing.

VARIATIONS: Depending on the target group, you can advance the 1st phase with the so-called Holland code to match personal interests to occupation (see resources).

ADDITIONAL RESOURCES:

- Digital Job Identities (2017) Erasmus+ project, Key Action: Cooperation for innovation and exchange of good practices; Action type: Strategic Partnerships for vocational education

and training. *Recognising & validating the own skills/ competences*. Retrieved from: <http://www.digijobid.eu/digijobid/>

- Digit - Boost competences for a responsible use of online identity (2019) Erasmus+ project, Key Action: Cooperation for innovation and exchange of good practices; Action type: Strategic Partnerships for adult education. Retrieved from: <https://digitproject.eu/wp/>
- Khan, S. (n.d.) *Personal Branding and Social Media*. Retrieved from: <http://breakingitdown.neads.ca/for-students/marketing-yourself-in-a-changing-economy/personal-branding-and-social-media/> (15.07.2020)
- Liu, R.; Suh, A. (2017) *Self-Branding on Social Media: An Analysis of Style Bloggers on Instagram*. 4th Information Systems International Conference 2017, ISICO 2017, 6-8 November 2017, Bali, Indonesia. Retrieved from: <https://reader.elsevier.com/reader/sd/pii/S1877050917328922?token=BDDCFDCDDC55FE61F85B1A55D04C43D70B0E694256716BA07B68A2BB5EC633E9340B0D741ECC875391572C7335041EA02>
- T&D Stories - Theatre and Digital Storytelling for Teaching and Training Development (2017) Erasmus+ project, Key Action: Cooperation for innovation and the exchange of good practices; Action type: Strategic Partnerships for adult education. Retrieved from: <https://artescommunity.eu/storytelling/this-is-my-story-these-are-my-tools/>
- The Definitive Guide to Personal Branding (n.d.) Retrieved from: <https://brandyourself.com/definitive-guide-to-personal-branding>
- University of Missouri. MU Career Center (2010). *Guide to Holland Code*. Retrieved from: http://www.wiu.edu/advising/docs/Holland_Code.pdf
- SAMHSA Substance Abuse and Mental Health Services Administration (n.d.). Retrieved from: https://www.samhsa.gov/sites/default/files/programs_campaigns/brss_tacs/samhsa-storytelling-guide.pdf

Worksheet(s) and support material for Activity 2:

SKILL SET	DESCRIPTION	EXAMPLES
Basic Skills	These are skills needed by almost all workers. These skills are very important to have. Writing, for example, is a basic skill that gets you into a good job. Not having it can keep you out of a good job.	<ul style="list-style-type: none"> ● Learn new things ● Listening ● Math ● Reading ● Science ● Speaking ● Think critically
People Skills	These are some of the most needed and wanted skills. They are sometimes called "soft skills." These skills help people to work well with others.	<ul style="list-style-type: none"> ● Be aware of others ● Coordinate with others ● Help others ● Negotiate ● Persuade ● Teach others
Management Skills	All workers need these skills, not just managers. Employers hire people who can keep track of projects, money, and their time	<ul style="list-style-type: none"> ● Manage money ● Manage people ● Manage things ● Manage time
System Skills	Can you understand how parts and whole work together? For example, could you see what would happen to your company if a certain employee left? Or how a new tax law might change prices at the grocery store? Then you have systems skills	<ul style="list-style-type: none"> ● Evaluate a system ● Evaluate an ● organization ● Understand a system ● Make good decisions

Technical Skills	Technology includes computers and equipment. Computers are common in most workplaces. People in all occupations should know how to work with technology.	<ul style="list-style-type: none"> ● Choose tools ● Control quality ● Install equipment ● Install programs ● Maintain equipment ● Check equipment ● Operate equipment ● Repair ● Troubleshooting
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Assess your skills -try to write down at least 3-5 top skills you have	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

The Holland code matrix

I Like To						
...do puzzles						
...work on cars						
...attend concerts, theaters, or art exhibits						
...work in teams						
...organize things like files, offices, or activities						
...set goals for myself						
...build things						
...read fiction, poetry, or plays						
...have clear instructions to follow						
...influence or persuade people						
...do experiments						
...teach or train people						
...help people solve their problems						
...take care of animals						
...have my day structured						
...sell things						
...do creative writing						
...work on science projects						
...take on new responsibilities						
...heal people						
...figure out how things work						
...put things together or assemble models						
...be creative						
...pay attention to details						
...do filing or typing						
...learn about other cultures						
...analyze things like problems, situations, or trends						
...play instruments or sing						
...dream about starting my own business						
...cook						
...act in plays						
...think things through before making decisions						
...work with numbers or charts						
...have discussions about issues like politics or current events						
...keep records of my work						
...be a leader						
...work outdoors						
...work in an office						
...work on math problems						
...help people						
...draw						
...give speeches						
	R	I	A	S	E	C
	0	0	0	0	0	0

R = Realistic Total: _____ S = Social Total: _____

I = Investigative Total: _____ E = Enterprising Total: _____

A = Artistic Total: _____ C = Conventional Total: _____

Your 2-3 Letter Holland Code Interest Profile

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R	Realistic people are DOERS . They are often good at mechanical or athletic jobs. They like to work with things like machines, tools, or plants and they like to work with their hands. They are often practical and good at solving problems.
I	Investigative people are THINKERS . They like to watch, learn, and solve problems. They often like to work by themselves, tend to be good at math and science, and enjoy analyzing data.
A	Artistic people are CREATORS . They like to use their creativity and come up with new ideas. They usually want to work with less rules or structure. They enjoy performing (theater or music) and visual arts.
S	Social people are HELPERS . They like to work directly with people rather than things. They enjoy teaching, counseling, or curing others. They are often good public speakers with helpful, kind personalities.
E	Enterprising people are PERSUADERS . They like to work with other people. They often like to influence, persuade, or perform for people. They like to lead. They tend to be assertive and enthusiastic.
C	Conventional people are ORGANIZERS . They are very detail oriented and like to work with data. They are often organized and good with numbers. They are also good at following instructions. They also like working in structured situations.

UNIT 3 - ONLINE APPLICATIONS

LEARNING OBJECTIVES

- Define professional profile
- Define the most popular job-search channels
- Implement autonomy and effectiveness in applying online

SESSION OUTLINE

UNIT 3: Online Applications			
Topic	Learning outcomes	Duration	Training activities
1. Welcoming <i>Introduce unity and the learning objectives.</i>	- Welcome learners and icebreaking	15 min	Activity 1: Icebreaker: The dream job of my childhood
	- Teambuilding - List of the most popular job-search channels	30 min	Activity 2: Discussion about the most popular job-search channels
2. Job profiles <i>Define the professional profiles with the learners.</i>	- Skills Matrix	60 min	Activity 3: Skills Match
	- Teambuilding	15 min	Activity 4: Discussion in small groups about the job profiles defined during the activity 1.
3. Break		15 min	
4. Applications	- Cover letter	30 min	Activity 5: How to define myself
	- Training	60 min	Activity 6: Online applications
5. Conclusion		15 min	Final Discussion
TOTAL SESSION DURATION		4h	

SESSION DEVELOPMENT

TOPIC 1: WELCOME

Introduce unity and write the learning objectives on flipchart.

People often make the mistake of not finding a job that matches their personality and culture fit and try to find a job that will meet their income requirements. What job seekers need to realize before going in for interviews is that there are jobs and then there are dream jobs. A job is something you seek and accept to meet your income goals and beef up your resume. Your dream job isn't only about the money or even about what you'll be doing all day, it's about finding a place where you truly fit and a company that fits you. To find your dream job, you need to know exactly what you're looking for and make a plan to get it.

ICEBREAKER "THE DREAM JOB OF MY CHILDHOOD"

DURATION: 2 minutes for writing and 5-10 minutes (depending on group size) for the activity.

PURPOSE: What was your infant dream job?

N. LEARNERS: up to 15 learners

MATERIALS: pen and paper

INSTRUCTIONS:

- Give a small piece of paper to each learner.
- Invite learners to write on the paper their name and their child's dream job (they have to do it secretly).
- Take the papers from learners and mix it.
- Read the job profiles one by one: learners should guess who wrote it.

ADDITIONAL RESOURCES

- <https://good.co/blog/finding-your-dream-job/>

DISCUSSION

DURATION: 15 minutes

PURPOSE: Which job-search channels do you know?

N. LEARNERS: up to 15 learners

MATERIALS: flipchart e markers (for teacher)

block notes and pens (for learners)

INSTRUCTIONS:

- Ask learners which job-search channels they know and discuss together about them.
- Write a list of job-search channels mentioned by learners on the flipchart and add other popular job-search channels (the outcome of this activity is a complete list of the most used channels)

ADDITIONAL RESOURCES

- <https://corsidia.com/materia/ricerca-attiva-del-lavoro/come-trovare-lavoro/siti-per-trovare-lavoro> (for Italy)

TOPIC 2: JOB PROFILES

One of the most important things you can do when job searching is to show companies how well you're qualified for the jobs you're applying for. Doing so will make it easier for the hiring manager to consider you a candidate well-worth interviewing.

Employers will usually only spend a few seconds deciding whether you are a good enough fit for a job to warrant a more thorough review of your resume and cover letter. So, it's essential to make sure it is immediately apparent that you have many of the skills, experiences, and qualities that they value most highly.

Once you have assembled a detailed list of the qualifications for your target job, review each item on the list and try to think of how you might prove that you possess that asset. Write a sentence about as many of the qualifications as possible, detailing how you used that skill or exhibited that quality in a work, volunteer, academic, or co-curricular role.

SKILLS MATCH

DURATION: 60 minutes

PURPOSE: What is your actual dream job?

N. LEARNERS: up to 15 learners

MATERIALS:

- pen and paper
- Skills Matrix

INSTRUCTIONS:

- Invite learners to write their actual dream job.
- Discuss about it:

Is it realistic?

Do you have all the requisites for it?

Do you know how to apply for that type of job?

Are there similar job profiles that could match with your skills?

- Give the Skills Matrix to each learner with these instructions:

Step 1: In the first row write your actual dream job (job title) and in the blue columns the skills required for that (they can search for them on internet)

Step 2: In the rows below write the job titles of past work experiences and in the blue columns the skills required for those experiences.

Step 3: Now you can see the gap between the skills you already have and the skills that you need for your dream job. Which job profiles could be a good compromise at this moment for you? Write all job profiles with the skills required (at least one, maximum 3 different job titles).

Step 4: Evaluate your skills (0-4) and evidence the job titles with the highest scores.

- Help to define the job profiles of all learners (according to results of Skills Matrix).

ADDITIONAL RESOURCES

- ISFOL (Italian web database of job profiles and skills required): <https://fabbisogni.isfol.it>
- Thebalancecareers.com

DISCUSSION

DURATION: 15 minutes

PURPOSE: What is your job profile?

N. LEARNERS: up to 15 learners

MATERIALS: flipchart e markers (for teacher)

INSTRUCTIONS:

- Discuss with learners about their job profiles.
- Write a list of all job profiles that emerged on the flipchart.

TOPIC 3: JOB APPLICATIONS

Briefly describing yourself on a job application is one of the biggest challenges of the hiring process. This innocent-sounding question reveals a great deal about a person, which is why it's so frequently asked. The best response is a concise summation of relevant qualities and skills that will ensure your success, if hired. Writing too much suggests you don't follow directions, and writing too little hints at laziness.

HOW TO DEFINE ME

DURATION: 30 minutes

PURPOSE: Try to define your actual job profile

N. LEARNERS: up to 15 learners

MATERIALS:

- pen and paper
- flipchart and markers

INSTRUCTIONS:

- Invite learners to write a brief cover letter describing their past experiences and their actual skills
- Give them some examples of cover letters and write on flipchart a form to follow:

Introduction

Job profile: experiences, instruction, skills

Conclusion
- Help learners to write and correct their brief cover letters.

ADDITIONAL RESOURCES

- <https://www.allaboutcareers.com/careers-advice/covering-letter/online-cover-letter>
- <https://work.chron.com/briefly-describe-yourself-job-application-4571.html>

ONLINE APPLICATIONS

DURATION: 60 minutes

PURPOSE: Try to do your “first” online application

N. LEARNERS: up to 15 learners

MATERIALS: flipchart e markers (for teacher)

INSTRUCTIONS:

- Show the list of the most popular job-search channels (defined during the Activity 2) and choose the first channel to use
- Visit the web site and discuss about how this job-search channel works
- Visit the section of job offers and invite the learners to search for offers related to their job profiles

- Create an online job profile (if required) and send the first applications

ADDITIONAL RESOURCES

- InfoJobs (in Italy) – the most popular job-search channel

TOPIC 4: CONCLUSION

DURATION: 15 minutes

PURPOSE: N. LEARNERS: up to 15 learners

MATERIALS:

- flipchart and markers

INSTRUCTIONS:

- Reshow the learning objectives written on the flipchart and discuss with learners about all activities you have done.
- Summarise what you have learnt in this unit.

UNIT 4 - RECORDING YOUR OWN VIDEO CV

LEARNING OBJECTIVES

This unit represents one of the corner pieces of the whole project; the learners will learn how to present themselves in their own Video CV that will later-on be useful to them for their quest to find employment.

The learners will get an overview of different kinds of video resumes.

After that, they will learn how to present themselves in it, how to film it correctly, and will then use this new knowledge to film their very own Video CV.

At the end of the unit, every learner should be aware of the pros and cons of Video CVs, the basic do's and don'ts of making one, and know about different kinds of Video CVs.

This session is merely a preparation for the filming of the actual Video CVs needed in IO3 of the project.

It will help them to prepare well for the filming of the actual video CVs, providing them with the necessary information and getting them to ask themselves important questions about how they aim to present themselves.

Filming a Video CV requires a quiet environment and lots of patience to film, analyse and re-film; it is therefore impossible to make presentable Video CVs for 15 learners during the limited duration of this module alone.

SESSION OUTLINE

UNIT 4: RECORDING YOUR OWN VIDEO CV			
Topic	Learning outcomes	Duration	Training activities
1. Introduction: visual input: what is a video CV?	- the learner should be familiar with the basic rules for a Video CV	45 min	<i>watching some video CVs and learning the ground rules</i>
2. First experience in front of the camera	- the learner should be able to talk clearly in front of a camera and see himself afterwards	45 min	Film yourself in front of a camera and watch yourself
3. Let's get ethical	- the learner should be aware about the discrimination risk of Video CVs - the learner should think about how to address disability in the Video CV	30-45 min	- Some thoughts about disability, discrimination and how to sell yourself - Brainstorming positive characteristics
4. 4 steps to success	- the learner will have a clear idea of how they want to present themselves.	1 hour	scripting your video: present yourself.
5. test-run, off-camera	- the learner should have recorded one Video CV covering all of the 4 areas.	30 min - 1 hour	Presenting yourself to others to check your script
TOTAL SESSION DURATION		4h	

SESSION DEVELOPMENT:

Video CVs are a fairly recent phenomenon in the job market. A Video CV consists in a short video of around 90 seconds that allows the job applicants to present themselves in an authentic and more personal way, compared to a written CV.

It is a tool that has the advantage of being more personal than a paper CV, as it allows the applicants to express themselves more freely and make social skills shine through more easily.

For disabled people, the Video CV is also a first chance to reveal their disability to their potential employer, while focusing on his/her strengths and possibilities. In video, said disability can be easier to understand for the employer. However, the video CV might make the applicants more vulnerable to be discriminated against; we need to make the learners aware of those risks.

Before filming such a video, the learners need to know how to present themselves: they should dress somewhat professionally for the video (like they would for a job interview) and think thoroughly about what they want to convey in the video, from their motivations to their qualifications, skills and interests.

These four points should be covered in such a video:

- introduction: personal details
- experience / duties
- skills / achievements
- education / languages, other special interests.

A Video CV should last between 1 and 2 minutes. It should be filmed in front of a neutral background in a quiet surrounding, with a high-resolution camera and a good microphone. The applicant should wear professional clothes and articulate well.

ADDITIONAL RESOURCES

<https://www.wyzowl.com/how-to-make-a-video-resume/>

<https://www.theguardian.com/careers/careers-blog/how-to-make-video-cv>

TOPIC 1: INTRODUCTION: VISUAL INPUT: WHAT IS A VIDEO CV?

DURATION: 45 min

PURPOSE: understanding what a Video CV looks like and what the appeal of it is.

N. LEARNERS: Up to 15 learners

MATERIALS: Projector, Computer

INSTRUCTIONS:

- Play the following videos, while always leaving some time in between for feedback rounds: show some really good examples of a video CV, and a bad one for comparison. Highlight the important criteria for a good video CV.

<https://www.youtube.com/watch?=HKg9m3yBqrl> (a video CV example from the movie “The Intern”)

<https://www.youtube.com/watch?v=joXWQNVYvgE> (really bad (parody) of a video CV)

<https://www.youtube.com/watch?v=pS-DCcVXG2M> (a funny video about the do's and don'ts in video CVs, actually quite helpful)
https://www.youtube.com/watch?v=XV8m9GYcc_Q (another list of the don'ts in Video CVs)

To conclude, make clear that the following points are important:

- steady camera, neutral background
- clean appearance
- clear articulation
- a personal touch.
- keep it short: anywhere between a minute or two

Creativity is a bonus of course.

After this, highlight that there are several kinds of Video CVs:

- the ones where you look at the camera and film yourself (as seen before)
- a more slide-show-like video where you provide the voice only (if you're shy in front of the camera)
- if you opt for a slideshow, think well about the pictures you put in, or use stock images for more neutral backgrounds; however, Video CVs are very personal.

- video with voiceover:

https://www.youtube.com/watch?time_continue=81&v=c_PZTAW5piQ&feature=emb_title

- animated video without voice at all:

<https://vimeo.com/246827885>

ADDITIONAL RESOURCES

Stock images: <https://unsplash.com/>

TOPIC 2: FIRST EXPERIENCE IN FRONT OF THE CAMERA

DURATION: 45 min

PURPOSE: getting filmed can be quite an awkward situation, and watching yourself on video can be even worse.

In this small activity, the learners team up in duos and film each other while pulling funny faces in front of the camera, then switching to a serious tone and reading a sentence, to hear their voice as well.

N. LEARNERS: Up to 15 learners, divided in trios

MATERIALS: 1 camera phone per duo of learners, with camera function. No special app required. Foresee a lot of space to reduce noise levels.

INSTRUCTIONS:

- team up with your neighbour: one of you films, the other one acts: pull some funny faces in front of the camera to let yourself go, then try and present yourself with your normal voice. Afterwards, watch the video together and verify: do you feel comfortable? Are you articulating right?

Switch the roles, and try again.

TOPIC 3: LET'S GET ETHICAL

Just like we mentioned before, **disclosing your disability** is a matter of personal choice. During an interview, however, non-disclosure may not be possible in certain situations:

For example, if you are deaf, you may need to request an interpreter for the interview. Or if you're in a wheelchair, you may need to notify the employer beforehand to ensure they have the right accommodation (wheelchair ramps).

In short, there are circumstances in which you are obligated to disclose the disability so that the interview accommodates you.

Having said that, it's left to your judgment to do whatever feels more comfortable. If you do decide to talk about it, it's at your **discretion** how much you declare.

Whatever you do, **avoid connecting a disability with a weakness.**

For example, let's say, the interviewer asks about your greatest flaw. If you have a hearing impairment, avoid answers such as "I have trouble communicating with clients on the phone if they speak in a low voice". You don't want your disability to be a job-related weakness.

A good, alternative weakness could be something unrelated to your disability. For example: "I tend to get nervous when I have to give a public speech to a large group of people."

The interviewer, on the other hand, **doesn't have the right to ask** about your disability.

If you decide to open up about the disability, remember that your rights remain the same as any other candidate. Your interview is not allowed to stop cold or involve discriminating questions.

DURATION: 10-15 min for speech, 10 min discussion with neighbour, 10-15 min gathering on whiteboard

PURPOSE: making the learners aware of the ethical implications of revealing their disability in their Video CV; warning against the risk of discrimination, but also highlighting that it is an opportunity to overcome prejudice and highlight strengths, but also address their needs.

N. LEARNERS: Up to 15 learners

MATERIALS: A4 paper, pens (or a digital device for people that can't write on paper), blackboard/flipchart

INSTRUCTIONS:

- read the text in the theoretical introduction, and highlight:
- revealing your disability is your choice, it comes with risks of discrimination
- but is also a perfect opportunity to help the employer to learn how to react to it; it puts

you in control of how you are perceived; it could prevent prejudice!!

- it is also your chance to highlight if the workplace needs any special adaptations for you.
- therefore, we need to figure out how to focus on our positive characteristics in the Video CV, and show confidence!

- NEVER link your disability to a weakness

If you do decide to mention your disability within a CV, the main thing to remember is to ensure you remain positive and showcase how you've demonstrated self-motivation to overcome any hurdles.

- Brainstorming: discuss with your neighbour

what positive characteristics can we mention to make sure that our disability is not stopping us?

- Write down all of your positive abilities! Write them on this A4 paper.

Together: what are the positive abilities that you can highlight?

- Write suggestions on a whiteboard, around the keyword 'positive characteristics'.

For the Video CV filming later in the programme, think well about it: do you want/need to reveal your disability? If yes, make sure that you mention all the things you can do, and not only the things that you can't do. We stay positive!

ADDITIONAL RESOURCES:

- why you should reveal it:

- <https://www.themuse.com/advice/if-when-how-disclose-invisible-disability-at-work>

- how to talk about your disability

<https://www.themuse.com/advice/real-talk-heres-how-you-should-actually-interview-when-you-have-a-disability>

TOPIC 4: 4 STEPS TO SUCCESS

DURATION: up to 1 hour

PURPOSE: in this section, the learners will learn what topics they need to address in a video CV, and get some assistance to write down key words (or ideally even full sentences) for their Video CV.

The four topics that they need to address are:

- introduction: personal details
- experience / duties
- skills / achievements
- education / languages, other special interests.

N. LEARNERS: Up to 15 learners

MATERIALS: A4 paper, pens (or a digital device for people that can't write on paper), blackboard/flip chart

INSTRUCTIONS:

Write the 4 topics on a blackboard /flipchart and ask the group: what do those 4 points mean?

What should you include where?

Introduction: talk about yourself, your age, and the motivations why you're filming the video

Experiences: where did you work so far and what did you do there?

Experience / skills: what can you do extra well? What are your strengths?

Education: what did you learn, what are some interesting details or interests of yours?

What makes you stand out?

Afterwards, every learner writes the script for his very own Video CV, on the basis of the 4 points discussed earlier.

Meanwhile, the mentor is available to give advice and feedback.

TOPIC 5: TEST-RUN, OFF-CAMERA

DURATION: 1 hour

PURPOSE: After writing the script for the video resume, it is now time to get it reviewed by peers and the mentor, to see if

N. LEARNERS: up to 15, divided into trios. One person talks, the second one can hold up notes, and the third one observes to assess. Foresee a lot of space to reduce noise levels.

MATERIALS: One laptop or camera phone per trio; ideally some feet for the camera phones.

INSTRUCTIONS:

Take your notes and a feedback sheet, and read both carefully. With your partners, get ready to make a first attempt to film.

Each learner should make one attempt and then evaluate it with the feedback sheet, then discuss the performance with the two other group members.

Help each other: hold up notes, give cues, perhaps in the shape of questions.

The mentor tries to take a look at each script and give feedback as well.

VIDEO CV FEEDBACK CHECKLIST

ITEM TO CHECK	YES	NO
Friendly beginning		
Personal introduction		
Experience, duties		
Skills, achievements		
Education, languages		
Other special interests, selling points		
Finishing statement, catch phrase		

Good articulation		
Eye contact with the camera		
Quiet background		
Neutral posture		
Good length of video		

UNIT 5 - LinkedIn

LEARNING OUTCOMES

The main objective of this unit is to show learners the potential offered by LinkedIn and provide them with the necessary tools to use it.

The secondary objective is to stimulate the *learners* to deepen their knowledge of LinkedIn independently.

These objectives will be achieved through a classroom course about the explanation of the main points on which LinkedIn is based, using a theoretical and a practical way above all.

SESSION OUTLINE

UNIT 5: LinkedIn			
Topic	Learning outcomes	Duration	Training activities
1. Why LinkedIn	Having a LinkedIn account today is a “must have”: presentation of the tool	30 minutes	1st Activity: <i>Introduction to LinkedIn as a tool</i>
2. The three pillars: Profile, Network, Content	Meaning and objectives of each identified components	3 hours and 30 minutes	1st Activity: <i>Creation of a Profile</i> 2nd Activity <i>Profile: Privacy management</i> 3rd Activity <i>Setting up a Network</i> 4th Activity <i>Writing Content</i>
TOTAL SESSION DURATION		4h	

SESSION DEVELOPMENT

TOPIC 1: WHY LINKEDIN

Nowadays LinkedIn's importance in the labor market is well known

LinkedIn represents the world's largest professional network, it is a tool connecting more than 360 million professionals.

LinkedIn itself is a large company founded in 2003, employing today around 7,800 workers located in 30 different offices around the world, including Milan.

Therefore it is necessary that anyone who looks at the labor market today has not only a LinkedIn account, but above all knows how to manage and update it with Perseverance and expertise:

INTRODUCTION TO THE TOOL LINKEDIN

DURATION: *Around 30 minutes*

PURPOSE: To make *learners* understand the current importance of LinkedIn for their working and professional career development.

N. LEARNERS: *Up to 15 learners*

MATERIALS: A classroom, large and spacious enough, a pc, pens and paper for each learner, a projector connected to the teacher's pc.

INSTRUCTIONS:

- Common points for the whole Unit:
 - Distribute students uniformly in the classroom respecting the distances provided by the anti COVID-19 regulations. Pay particular attention to those who have any focus difficulties with the aim of stimulating their involvement.
 - Clarify that it is very important to create a collaborative atmosphere among all in order to achieve greater mastery of the LinkedIn tool.
 - Set up the presentation by alternating explanations with some questions to evaluate understanding and at the same time keep a high attention.
 - Project a slide sequence to reaffirm and synthesize the verbally expressed concepts.
- The introduction will be articulated on the following points:
 5. LinkedIn is not a CV collection.

It is the largest professional network in existence, which aims to connect professionals from all over the world to increase productivity and success.

On LinkedIn, contact opportunities are created and networks of relationships between professionals are built, with the aim of nurturing and growing your network.

6. Identify precisely the personal goal you want to achieve through LinkedIn.

The main macro-objectives that can be achieved with a good use of the tool are:

- *support one's professional reputation and networking*
- *develop business contacts and maintain customer relationships*
- *keep up to date and acquire new skills*

7. Advantages in using LinkedIn:

It allows you to create a personal profile free of charge in which to describe your work experiences, highlight your skills and abilities.

It allows you to develop a network of professional relationships and the creation of a network of useful contacts for your business.

It allows you to increase your visibility

8. Differences with other social networks:

On LinkedIn you do not publish holiday photos, nor do you share every detail of your life through images.

LinkedIn is not the place to express and share your moods or your most intimate feelings, nor the channel to directly sell products or services.

On LinkedIn you make your professionalism and know-how visible to respond to users' needs and help other professionals improve their business.

Through LinkedIn, contact opportunities are created and networks of relationships among professionals are built.

VARIATIONS:

- Divide the learners in the classroom into groups of 3 or (maximum) 4 people having the foresight to better support those who have focus difficulties.

ADDITIONAL RESOURCES

- Possible co-teacher present in the classroom (valid for the Unit).

TOPIC 2: THE THREE PILLARS: PROFILE, NETWORK, CONTENT

LinkedIn is an ecosystem that is based on 3 essential pillars: profile, network and content.

The personal **profile** is not simply our curriculum vitae, but the professional presentation of ourselves, the basis for building our personal brand.

The **network** is an extremely valuable asset because it determines the sphere of influence on LinkedIn and represents the means to establish relationships among users.

The **contents** are relationship and reputation activators and can guarantee good visibility.

In addition, posting on LinkedIn is a great way to promote *personal branding* and get in touch with your network of connections.

CREATING A PROFILE

DURATION: Around 60 minutes

PURPOSE: learn how to create a correctly set profile

INSTRUCTIONS:

- Show how to create your starting LinkedIn profile. Help the *learners* to create their profile with basic information: Name, Surname, Email and Password, Country / Geographical area.
- Improve the profile just created, making it more attractive, according to the following points:
 1. Reach the maximum level of completeness of the profile
 2. Add a personal photo
 3. Fill in the title space with keywords
 4. Enter your contact information
 5. Write a good summary
 6. Share current and past work experience: it could be interesting to insert the **video-cv** prepared in the previous unit.
 7. Add the professional skills acquired
- Some of the previous points could be carried out by the learners directly in the classroom.

PROFILE: PRIVACY MANAGEMENT

DURATION: Around 30 minutes

PURPOSE: Learn how to properly set privacy options

INSTRUCTIONS:

- The various options in the "Settings and Privacy" section of the profile will be shown and explained, in particular:
 1. Accessibility to your links.
Each direct connection can consult the list of its own connections. This function can be deactivated.
 2. Browsing anonymously.
How others see your business on LinkedIn; every time you visit a LinkedIn profile, a trace, a fingerprint is left. It is possible not to leave it, or browse in private mode, but the price to pay is to not be able to access the history of visits to your profile.
 3. Management of your connection status

When online other LinkedIn members can know thanks to a green dot: this option can be disabled or you can select who to make this information available to.

4. Ad section

It is an entire section of the settings and privacy panel that allows you to decide whether, how and when your data and activities can be a source of advertising personalization.

5. Email frequency

You can choose whether, which and how many emails to receive for each type of activity.

- In this phase it is very important to check the skills gradually acquired by the *learners*

SETTING UP A NETWORK

DURATION: Around 60 minutes

PURPOSE: How to build a good connection network

INSTRUCTIONS:

- As for the previous activities, the main points for creating a network of contacts will be illustrated:
 1. how to send connection requests
It is always recommended to personalize the sending note with a message explaining why you want to add that user to your network;
 2. who to send connection requests to
The LinkedIn network should grow by mirroring its own address book; it is essential not only increasing the number of connections for status or other matters, but creating relationships;
 3. who to accept among users who invite us to join their network
The definition of a personal policy: the "certainly yes" and the "certainly not";
 4. the value of the indirect network
*Every time we connect with a new person, his other connections become 2nd degree members for us (and vice versa).
For the dynamics of research and diffusion of LinkedIn contents, this user base of 2nd degree connections represents the influence sphere, the one in which it is possible to operate: the real wealth of LinkedIn;*
 5. how to remove a link
Removing a link means deleting the direct connection without the person receiving any notification. Removing a contact does not mean blocking it.

WRITING CONTENTS

DURATION: Around 60 minutes

PURPOSE: Explain the importance of inserting valuable content.

INSTRUCTIONS:

- Presentation of concepts characterizing articles and posts published on LinkedIn:
 1. Importance of publishing

On LinkedIn the contents are activators of relationship and reputation and, if well thought out, they can guarantee good visibility.

Furthermore, posting on LinkedIn is a great way to do personal branding: the network follows you if you consider yourself an expert in your specific sector. To become an expert you must be useful to your network then:

 - *write clearly, respecting the writing rules for the web*
 - *cite sources*
 - *insert deepening link*
 - *use appropriate images (watch out for copyright!)*
 2. Frequency of publication

Very important to publish with some regularity to get

 - *visibility (top of mind) among connections*
 - *interactions and relationships (for multiple contact occasions)*
 - *reputation, interest and trust (for the value of the content)*
 - *possibility of being found by new potential connections*

PostPickr is a software that helps to manage a real editorial plan, allowing you to schedule the post publication, organize and share content, work in a team and much more
 3. Post and Articles

Differences and similarities: the post includes a maximum of 1300 characters, an image, or a video or an external link. The article provides for more space, the possibility of being kept in draft to complete it in several steps and shared for revisions
 4. What to publish

The important thing is to publish an article on LinkedIn only if you have good, well-developed and in-depth content; on LinkedIn the educational and informative contents work well, those that with data, analysis, opinions and experiences help other professionals to compare constructively.
 5. Inserting images and videos

It is possible to publish a gallery of multiple images together with the post, while it is totally discouraged to publish images not accompanied by text. Likewise do not post videos without explanatory or too long posts. You can also insert on the images of the superimposed texts or stickers: obviously the advice is to make moderate use.
 6. Analytics and statistics

LinkedIn provides a page of statistics of views and social interactions to track success and interest in posts and articles. This allows us to understand which topics have been most successful and how to move in the editorial plan.

By clicking on the views, information on the companies, roles and locations of the viewers appears..

ADDITIONAL RESOURCES

- Obviously the first source is : <https://www.linkedin.com/help/linkedin>
- LinkedIn: how it works and how to make the most of it: <https://www.agendadigitale.eu/cultura-digitale/linkedin-come-funziona-e-come-sfruttarlo-al-meglio/>
- Company specialized in LinkedIn training: <https://www.linkedin4business.it>
- The secrets of LinkedIn: 10 free functions for a perfect profile: <https://www.socialacademy.com/academies/start-tutorial/posts/i-segreti-di-linkedin-10-funzioni-gratuite-per-un-profilo-perfetto>
- Complete 2020 LinkedIn guide: <https://www.mirkocuneo.it/guida-linkedin/>

UNIT 6: JOB INTERVIEW TRAINING

LEARNING OBJECTIVES

- Prepare learners to deal with the job interviews
- Discuss about their difficulties and about the most common interview's questions
- Define the particularities of the online job interviews

SESSION OUTLINE

UNIT 6: Job Interview Training			
Topic	Learning outcomes	Duration	Training activities
1. Welcoming	<ul style="list-style-type: none"> - Welcome learners and icebreaking - Short presentation - Teambuilding - Discussion 	30-45 min 30 min	Activity 1: Icebreaker: Present yourself in 1 minute Activity 2: Discussion about the most common errors, difficulties and asked questions
2. Online Job Interview		30-45 min	Activity 3: Brainstorming "What do I know about this type of interview?"
3. Training	<ul style="list-style-type: none"> - Training 	90 – 120 min	Activity 4: Interview simulations
4. Conclusion	<ul style="list-style-type: none"> - Feedbacks and observations 	15 min	Activity 5: Final discussion
TOTAL SESSION DURATION		4h	

SESSION DEVELOPMENT

TOPIC 1: WELCOME

Introduce the unit and write the learning objectives on the flipchart. The objective of the unit activities is to prepare the learners to deal with the job interviews, paying special attention to the online ones.

“Tell me about yourself” is often the very first thing an interviewer will ask the candidates – whether they’re having a preliminary phone screen, speaking to their prospective boss, or sitting down with the CEO during a final round. Responding to this invitation in the context of a job interview can be stressful and complicated and it’s essential to be ready and know how to respond in the correct way.

ICEBREAKER “PRESENT YOURSELF IN 1 MINUTE ”

DURATION:

Preparation: 5-10 minutes.

1 minute for each learner + 5-10 minutes for discussion. Around 30-45 minutes (depending on group size)

PURPOSE: Tell me about yourself!

(Usually all job interviews start with this sentence)

N. LEARNERS: up to 15 learners

MATERIALS: pen and block notes

timer

INSTRUCTIONS:

- Think about yourself and about your job profile. How can you define it? Which skills do you have? What are you good at? Learners could think or write their own short presentation which has to include: instruction, work experiences and skills.
- Each learner presents himself in front of the class in 1 minute. The other learners can evaluate his performance by using the “Feedback Scale”.
- Discuss after each presentation inviting the others to give feedback focused especially on “Have you understood which skills he has? Was it clear to you?”

VARIATIONS:

- *You can encourage learners to share their fears and worries about this part of the job interview.*

ADDITIONAL RESOURCES

- Feedback Scale
- <https://www.themuse.com/advice/tell-me-about-yourself-interview-question-answer-examples>

DISCUSSION

DURATION: 30 minutes

PURPOSE: Discuss about the most common errors, ask questions and difficulties.

N. LEARNERS: up to 15 learners

MATERIALS: flipchart and markers

INSTRUCTIONS:

- 1. Step: Discuss about the most commons interview questions
Write a list on the flipchart
- 2. Step: Ask learners which question is the most difficult for them and why.
- 3. Step: Discuss with learners about the most common errors and about their difficulties (encourage the learners to share their personal experiences)

ADDITIONAL RESOURCES

- <https://www.themuse.com/advice/interview-questions-and-answers>
- <https://www.thebalancecareers.com/top-interview-questions-and-best-answers-2061225>

TOPIC 2: ONLINE JOB INTERVIEWS

The most typical online interview is the interview via webcam. Rather than having the candidates travel to an office, the interviewer will simply conduct the interview via video. The interviewer will often use popular video conferencing software like Skype or Google Hangouts. It's a good idea to practise using them before conducting the interview, because it often takes a few tries to get the hang of angling the camera so that the whole face is in the frame.

Although they might save time, video interviews aren't paying off for job candidates or employers, new research shows.

A study from the DeGroote School of Business at McMaster University in Ontario revealed that job applicants interviewed through video conferencing came across as less likable, while those doing the hiring were viewed as less competent.

Using simulated Skype sessions, the researchers found that candidates who were interviewed via video conferencing were rated lower by interviewers and were less likely to be recommended for hiring. On the other side of the webcam, candidates rated their interviewers as less attractive, less personable, less trustworthy and less competent.

Despite the survey results, video interviewing is done frequently today. It can be done successfully as long as the interviewer and interviewee remember that a video interview is no less important than an in-person one.

BRAINSTORMING “WHAT HAVE I ALREADY KNOWN ABOUT THIS TYPE OF INTERVIEW?”

DURATION: up to 15 learners

PURPOSE: Let’s talk about the differences between the normal job interview and the online one.

N. LEARNERS: up to 15 learners

MATERIALS: flipchart and markers

INSTRUCTIONS:

- 1. Step: What is the first thing you associate with online job interviews? Write all answers on flipchart
- 2. Step: Which online platforms do you know/use?
Write all answers on flipchart
- 3. Step: Why is the online job interview different?
Divide the flipchart in two parts: in the first part write the features of the normal job interview and in the second part the keywords for online job interviews
- 4. Step: Final discussion about what kind of job interview is more difficult and tips that the recruiters offer to deal with this kind of interview.

ADDITIONAL RESOURCES

- <https://www.thebalancecareers.com/tips-for-a-successful-video-job-interview-2061348>
- <https://www.businessnewsdaily.com/4834-video-skype-job-interview.html>
- <https://www.youtube.com/watch?v=wQsyC-ks9f4>

TOPIC 3: TRAINING

INTERVIEW SIMULATIONS

DURATION: 90-120 minutes

PURPOSE: Let's practise together!

N. LEARNERS: up to 15 learners

MATERIALS: Flipchart and markers

Computers with webcams

Projector

INSTRUCTIONS:

- 1. Step: Help the learners to install Skype
- 2. Step: Try the webcam and audio settings.
- 3. Step: Interview Simulations

Simulate online job interviews: one trainer will stay in the classroom and the second trainer one will go into another room to call all learners one by one on Skype.

VARIATIONS: *If learners already have a Skype account, invite them to log in.*

Variation if you can't use two different rooms: the trainer will stay in the classroom activating a Skype call with microphone off (also learners will not use the microphones).

ADDITIONAL RESOURCES

- <https://www.udemy.com/course/find-a-job-interview-skills-training-course/>

TOPIC 4: CONCLUSION

FINAL DISCUSSION.

DURATION: 15 minutes

PURPOSE: Discuss together.

N. LEARNERS: up to 15 learners

MATERIALS: Flipchart and markers

INSTRUCTIONS:

- Revisit the learning objectives written on the flipchart and ask for feedback and comments from learners.

