# Coaching Toolbox Materials

**AVAILABLE HERE**

Co-funded by
the European Union

# Station-based learning: What learning style do I have?

## User guide

### 1. Introduction to the activity (5-10 minutes)

It begins with an introduction to the subject. It explains the importance of learning types in the learning process and why it is important to know your preferred learning type(s). The importance of healthy eating and exercise is also discussed. Finally, the four stations and the flow of the program are presented.

1. **Visual station: Food pyramid**
2. **Auditory station: Podcasts on tips for healthy eating**
3. **Haptic/motor station: Action cards**
4. **Communicative station: Argumentation round**

### 2. Working through the stations (20 minutes per station)

Before the learners work on each station, divide the learners into four equal groups (if possible) and give each group a number from 1 to 4 (stations).

If time doesn't allow you to complete all the stations in one day, you can do this activity over two days. The learners will spend about 50 minutes each day on this activity.

#### 1. Visual station: Food pyramid

The learners are given a blank food pyramid and pictures and names of the food groups (materials in Annex 1). The aim is to match the pictures and names to the correct levels of the pyramid.

At the end, the learners can be given the answer sheet (also Annex 1) so that they can check their results and identify any mistakes. The food pyramid used is based on the new version 2.0, which takes into account the ecological dimension of daily nutrition.

#### 2. Auditory station: Podcasts on tips for healthy eating

The learners listen to a 5-minute audio recording about healthy cooking (Podcast_tips for cooking)

- The first time they listen, they just listen.

- During the second listening, the learners write down three tips that they have memorised.

### 3. Haptic/motor station: Action cards

At this station the learners work with three stacks of cards: question cards (Annex 2), solution cards (Annex 2) and activity cards (with short physical exercises). (Annex 3)

- A learner is chosen and the person on the left begins to read a question card and look for the corresponding answer card. Question cards and answer cards are always the same colour and have the same symbol on them.



Figure  SEQ Figure \* ARABIC 1
Question card and solution card

- After a correct answer, the activity on the corresponding activity card is carried out.#



Figure  SEQ
Figure \*
ARABIC 2
Action card

- The order then changes: the person who read the question now takes the active role and it is their turn to answer the question and choose one activity card.

*Hint: If someone has difficulty answering a question, other players can give help or tips.*

### 4. Communicative station: Argumentation round

Two groups consider whether diet or exercise is more important for a healthy life.

- Group A: Argues that diet is the most important factor.
- Group B: Argues that exercise is the most important factor.

Both groups first collect arguments (about 10 minutes), prepare their position and having a little debate (about 10 minutes).

## Links and relevant sources

1. **Visual station: Food pyramid:**
   - [https://www.canva.com/design/DAGWcopCOPg/jzWXFungHgg5Z23udGskxQ/edit?utm_content=DAGWcopCOPg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton](https://www.canva.com/design/DAGWcopCOPg/jzWXFungHgg5Z23udGskxQ/edit?utm_content=DAGWcopCOPg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

2. **Haptic/motor station: Action cards**
   - **Action cards:** It is best to cut out the cards and laminate them so that they can be used more than once:
     [https://www.canva.com/design/DAGWz9xRMW0/npUo4tV7pYSwr51rp1WROA/edit?utm_content=DAGWz9xRMW0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton](https://www.canva.com/design/DAGWz9xRMW0/npUo4tV7pYSwr51rp1WROA/edit?utm_content=DAGWz9xRMW0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)
   - **Question and solution cards:** It is best to cut out the cards and laminate them so that they can be used more than once:
     [https://www.canva.com/design/DAGWdmWXh6c/xQ-HYs-swYKWQyAyhIpZYg/edit?utm_content=DAGWdmWXh6c&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton](https://www.canva.com/design/DAGWdmWXh6c/xQ-HYs-swYKWQyAyhIpZYg/edit?utm_content=DAGWdmWXh6c&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

3. **Reflection round at the end:**
   - https://www.canva.com/design/DAGW01Tq8cw/ELefczl1zVUPqg4Kj5s16Q/edit?utm_content=DAGW01Tq8cw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

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# FOOD PYRAMID



**FATTY, SWEET AND SAVOURY**

**MEAT AND FISH**

**DAIRY PRODUTS AND HEALTHY FATS**

**WHOLE GRAINS**

**FRUIT, VEGETABLES AND PULSES**

**WATER, NON-SUGARY DRINKS**

# FOOD PYRAMID

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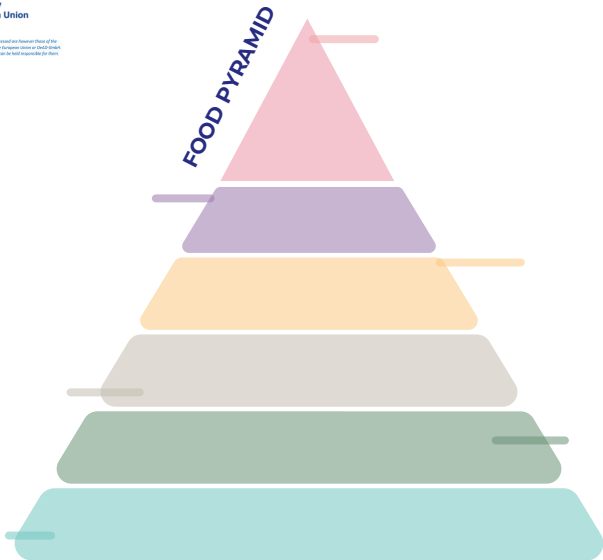


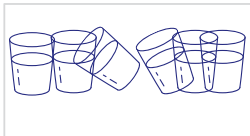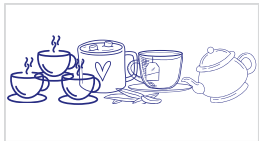**DAIRY PRODUTS AND HEALTHY FATS**
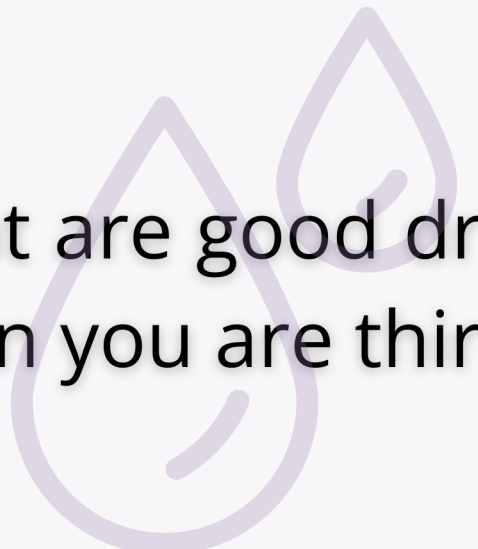
**WATER, NON-SUGARY DRINKS**

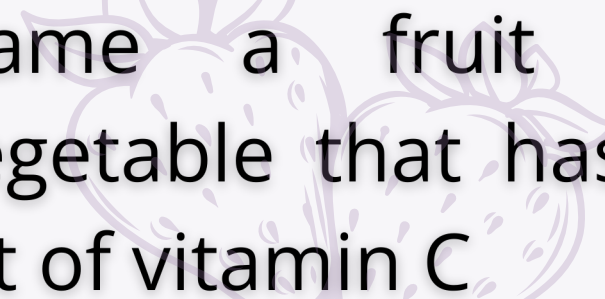**WHOLE GRAINS**

**FATTY, SWEET AND SAVOURY**

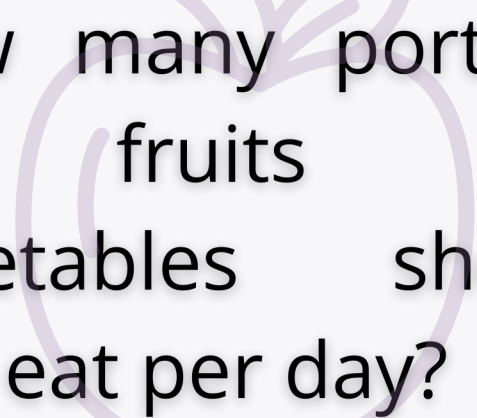**FRUIT, VEGETABLES AND PULSES**

**MEAT AND FISH**
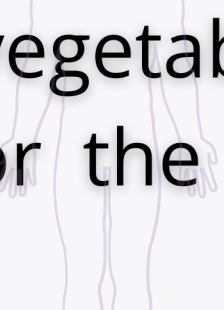
What are good drinks when you are thirsty?
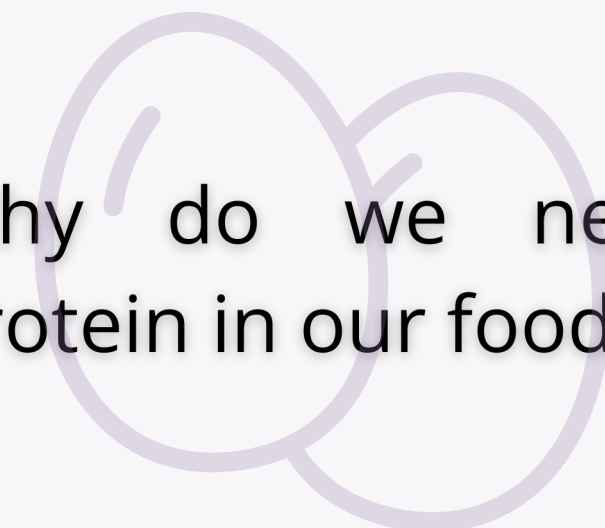
Name a fruit or vegetable that has a lot of vitamin C

How many portions of fruits and vegetables should you eat per day?

Which vegetables are good for the human body?

Why do we need protein in our food?

Which foods should you eat only rarely?
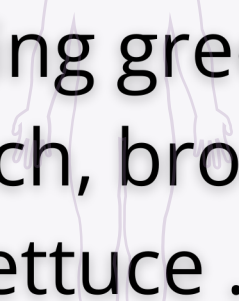
Water and tea
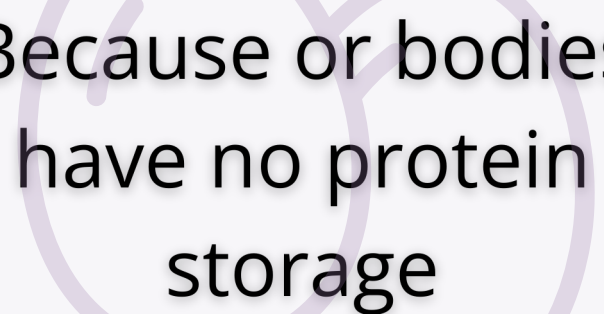
Oranges, kiwis, bell pepper

5 portions per day

Anything green like spinach, broccolo, lettuce ...

Because or bodies have no protein storage

Sugary, fatty and salty foods

What should you drink: Water or soft drinks?
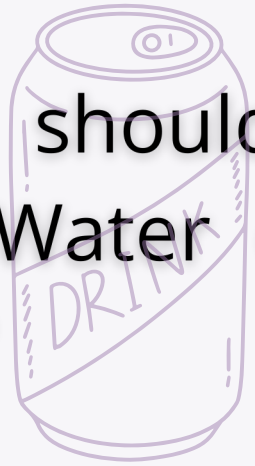
What is better for your body: Fresh or frozen vegetables?
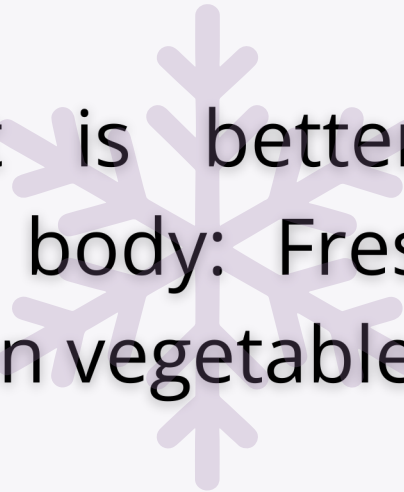
What is healthier: Whole-grain or white bread?
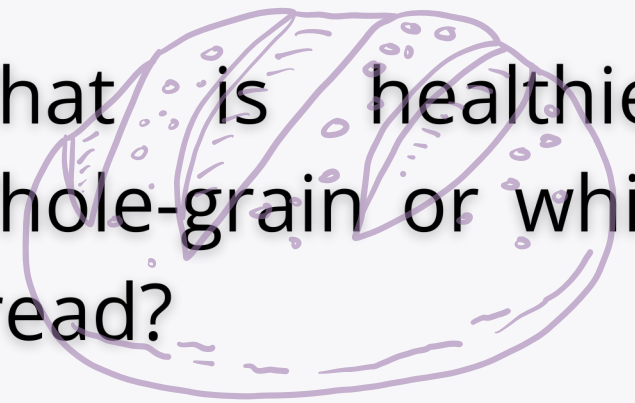
Why is healthy eating so important?

Why should we exercise regulary?
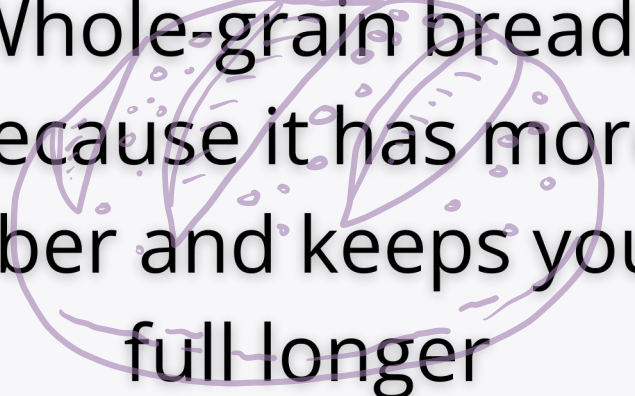
Water because it contains no sugar
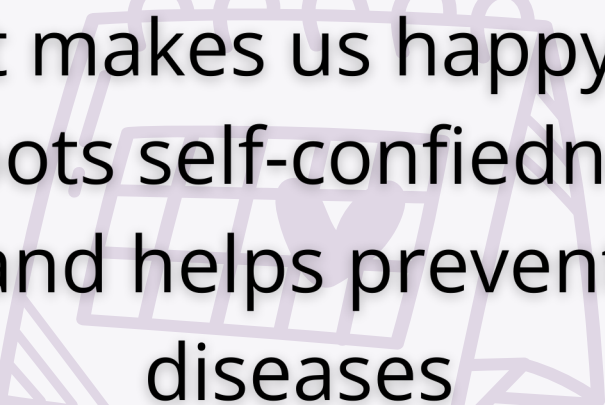
Both are fine! Frozen vegetables have just as many nutrients as fresh ones

Whole-grain bread, because it has more fiber and keeps you full longer

It keeps us fit, prevents diseases and makes us feel good

It makes us happy, boots self-confiednce and helps prevent diseases

Name two healthy fats
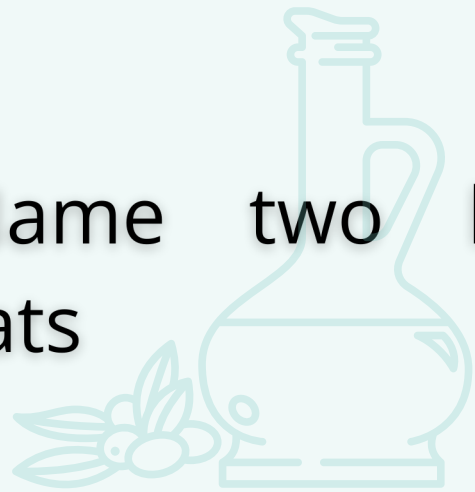
Name two foods that are high in protein
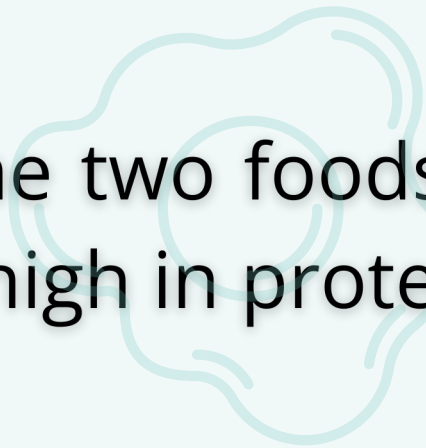
How are the healthy fats called?
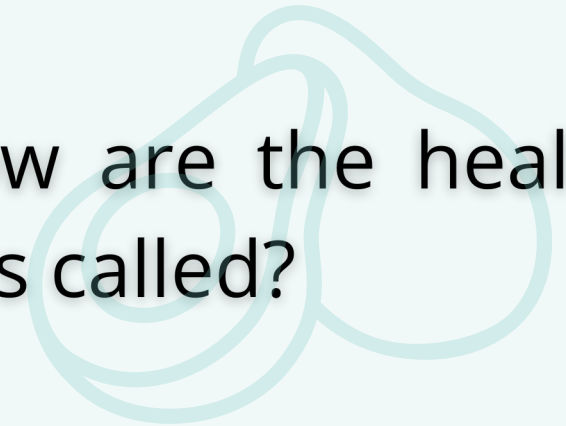
How much exercise should you do per week?
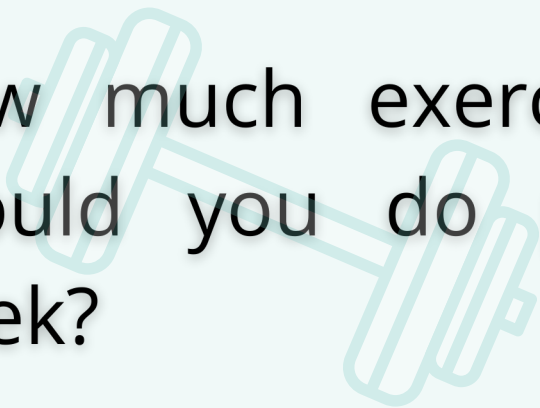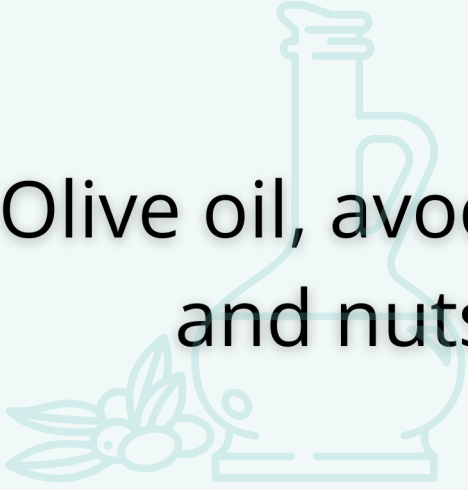
How can you move more in everday life?
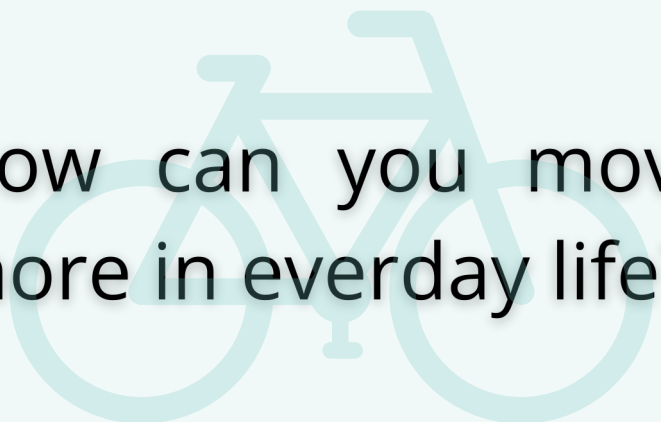
What are the three main nutrients the body needs to function well?
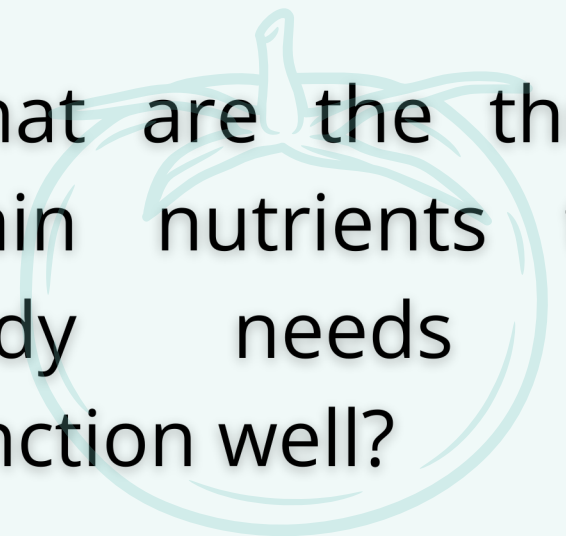
Olive oil, avocados and nuts
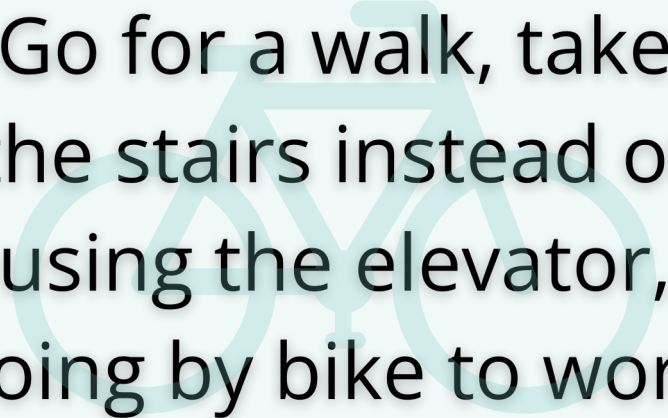
Eggs, fish, meat, soya

Unsaturated fats

2 to 3 hours per week
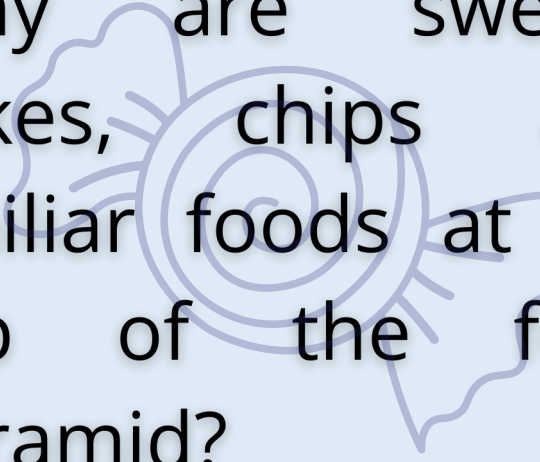
Go for a walk, take the stairs instead of using the elevator, going by bike to work
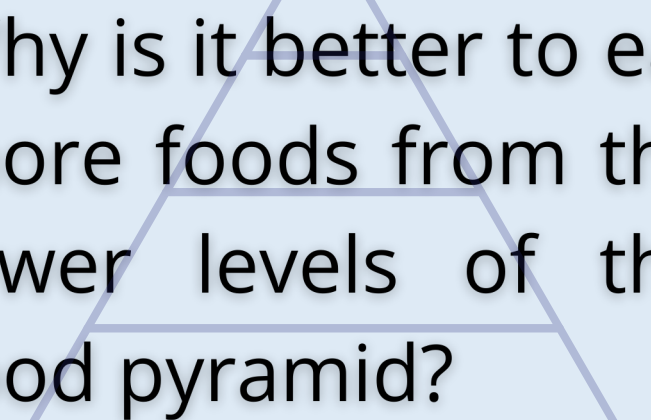
Carbohydrates, fat and proteins
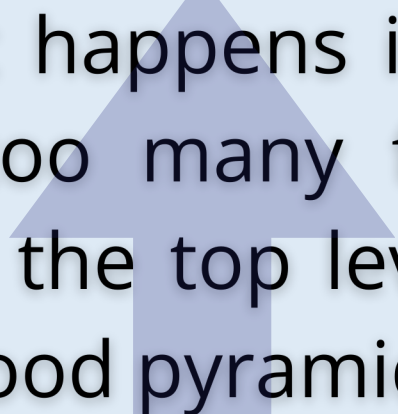
Name two sports you can do without equipment

Why are sweets, cakes, chips and smiliar foods at the top of the food pyramid?
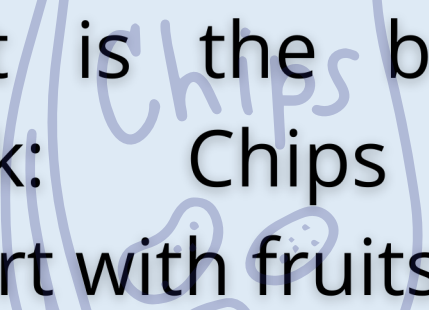
Why is it better to eat more foods from the lower levels of the food pyramid?

What happens if you eat too many foods from the top level of the food pyramid?
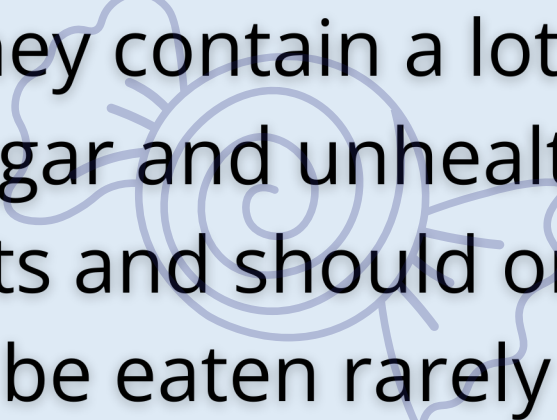
What is better: Rice or toast?
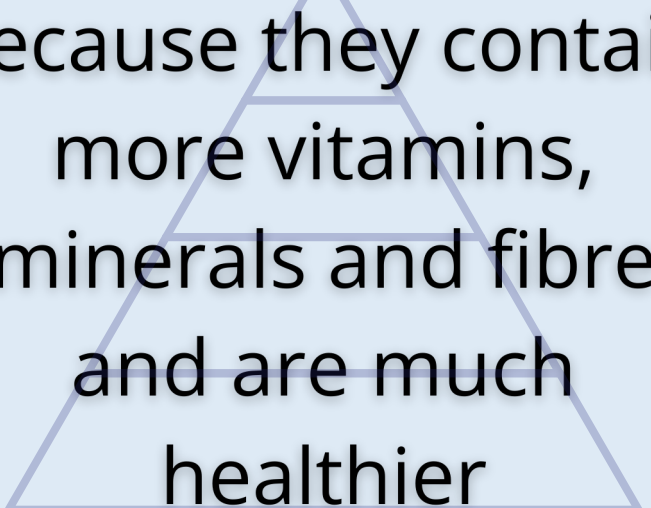
What is the better snack: Chips or yogurt with fruits?
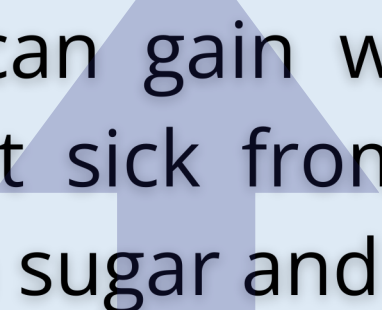
Yoga, running, dancing, stretching, pilates
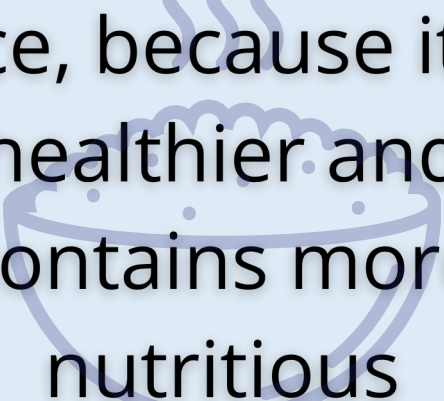
They contain a lot of sugar and unhealthy fats and should only be eaten rarely
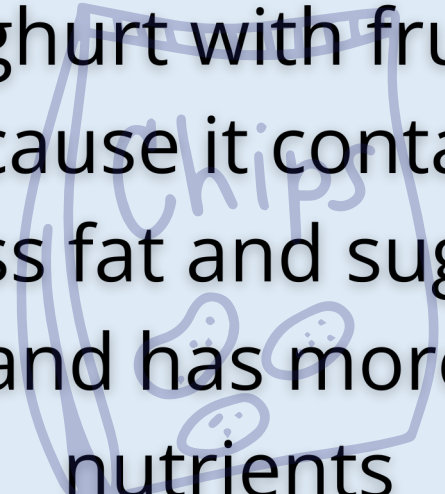
Because they contain more vitamins, minerals and fibre and are much healthier

You can gain weight or get sick from too much sugar and fat

Rice, because it is healthier and contains more nutritious

Yoghurt with fruits, because it contains less fat and sugar and has more nutrients

## SHOULDER ROLLS

Roll both shoulders slowly forward a few times, then roll them backwards.

## ARM RAISES

Slowly lift both arms over your head, then lower them back down.

## SIDE STRETCH

Lean to your right side while stretching your left arm over your head. Hold for 2-3 seconds, then switch sides.

## KNEE LIFTS

Lift your right knee as high as you can, lower it, and then repeat with your left knee.

## HEEL RAISES

Stand with your feet shoulder-width apart. Lift your heels to stand on your toes, hold for a few seconds, lower back down.

## WRIST CIRCLES

Rotate your wrists slowly in one direction, then switch to the other direction.

## ANKLE CIRCLES

Rotate your ankles slowly in one direction, then reverse the direction.

## PELVIC TILTS

Move your pelvis slightly forward and backward in a controlled motion.

## NECK STRETCH

Tilt your head to the left. If comfortable, place your left hand lon your head for a deeper stretch. Switch sides.

## SIT-TO-STAND

Sit on a chair. Try to stand up without using your hands, then sit back down. Repeat.

## BREATHING

Take a deep breath in while raising your arms over your head, then exhale as you lower your arms.

## FOOT ROLLS

While standing or sitting, roll your foot from the heel to the toes and back again.

## FINGER AND FIST

Slowly open and close your hands into fists, repeating a few times.

## FORWARD BEND

Stand with your feet shoulder-width apart. Try to touch your toes with your fingers.

## MARCHING

March in place for 10 steps, moving your arms as if you are walking.

## BALANCE

Stand on one leg and try to balance for 10 seconds. Switch to the other leg.

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# Road to Success – visualisation of (learning) success

## User guide

### 1. Introduction to the activity

Start by explaining to learners the purpose of the "Road to Success". Emphasise that it is a tool for tracking their progress and recognising important milestones in their learning and personal development journey.

### 2. How to work with the template

There are **four different makers** in three different sizes, and three (in each size) with a symbol in it. The different sizes of the markers symbolise the impact of the milestones on the learner's life. For example, the large turquoise marker is chosen when a particular training programme has had a major impact. If the impact is low, the learner is likely to choose the smallest purple marker.

– Academic cap: Displays milestones in terms of qualifications, certifications or educational achievements

– Magnifying glass: Symbolic of goals and achievements related to career or job growth.

– Suitcase: Represents adventures, travel, or any experiences that contribute to personal growth and enrichment.

– Blank Markers: Allow learners to define unique achievements or goals that don't fit into the predefined categories.

### 3. Guiding learners through the process

Provide each learner with a copy (A3) of the "Road to Success" (2 pages in total) and encourage them to reflect on their development and learning achievements - their areas of growth. Instruct them to place the relevant markers along the road, positioning them at points that reflect their timeline.

*Give some examples:* An important milestone can be a successful school-leaving certificate or a completed further education programme. Similarly, time management skills can be developed by starting a new family or becoming able to socialise easily in a new country.

4. Reflection and goal setting

   After placing their markers, encourage learners to reflect on their 'journey' and think about what they would like to add in the future. This can include setting goals for new markers they want to achieve, which can provide a sense of direction and motivation.

*This method allows learners to see their journey visually, giving them a clear sense of progress and areas for growth, while also allowing them to celebrate their unique achievements.*

## Links and relevant sources

https://www.canva.com/design/DAGUZv41yK4/_ZB3IGtTYkZoaouH3cMuiQ/edit?utm_content=DAGUZv41yK4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

# Road to success

*by*
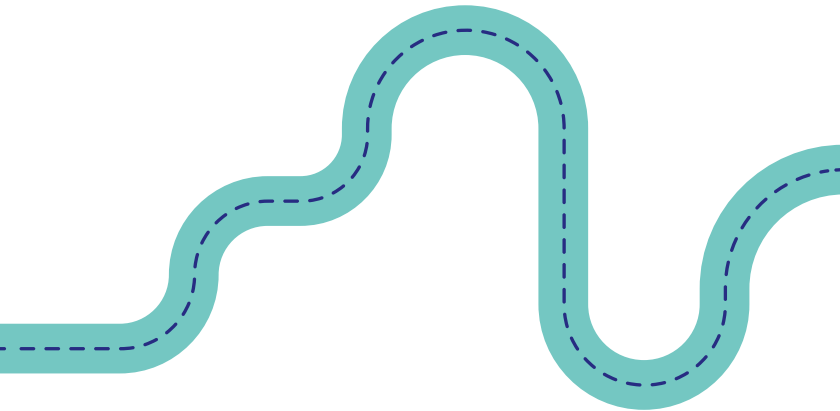
# Role play from the educational psychodrama

## User guide

### 1. Phase: Warming up:

In this phase, it is important that you, as the trainer, create an open and pleasant class atmosphere. Small warm-up exercises, such as the two-part exercise below, are a good way of doing this.

→ *„I Am and I Show" (1ˢᵗ part)*

- Everyone stands in a circle.
- One person starts by saying their name. At the same time, they make a gesture that doesn't necessarily have to do with their name. For example: "Hello, my name is Marie" - Marie taps both cheeks with her hands.
- The other participants repeat the name and make the gesture to help them remember both.
- Then it is the next person's turn until everyone has introduced their name and gesture.
- At the end, everyone tries to remember each other's names and gestures together and goes around the circle to repeat them again.

→ *„Moving through the room" (2ⁿᵈ part)*

- After the warm-up exercise "I Am and I Show", all participants move around the room in different ways, taking in their surroundings with awareness.
- Participants look forward and make eye contact with others in the room.
- When two people's eyes meet, they stop and greet each other using the gesture the other person introduced in the warm-up.
- After greeting each other, they continue to move around the room looking for new encounters.

### 2. Phase: Game phase:

The **golden rule** of role-play is that improvisation **is voluntary**. Therefore, ask the class who would be willing to take part in the role play. Choose 5 volunteers and assign them a role (trainer, Syrian participant, young woman, good friend, middle-aged man). Give the group **15-20 minutes of preparation time** to familiarise themselves with their roles.

Then start by setting up the "stage" with the participants. As this is a situation from a German lesson, the tables are set up facing the blackboard/whiteboard/flipchart. Ideally, there should also be a desk for the trainer.

Once everything is set up and the preparation time is over, the actual game phase begins. The **five participants interact** with each other. The role play takes place **without narration** about the scene.

There is **no exact time limit** for the role-play, the group stays in it until the situation is played out. The end is usually obvious.

### 3.  Closing and reflection phase

At the end of the second phase, the role-players return to the group. Their own feelings and experiences are revealed. The participants who did not take part in the role-play are also asked to describe their feelings and observations, as they have had the valuable experience of observing others. A psychodrama role play should always be concluded with a **period of dialogue and discussion.**

If the group is reluctant to engage in dialogue, guiding questions can help. Possible leading questions could be formulated as follows:

- How did you feel in your role? What feelings accompanied you? What negative feelings accompanied you? What positive emotions did you experience? (Role play - participants)

- How did the role of the trainer, the Syrian participant, the young mother, the good friend or the middle-aged man affect you? What did you notice in particular? (Observers)

- Would you act differently? (Role play - participants)

## Links and relevant sources

https://www.canva.com/design/DAGWQKPlFgI/yIFIz8KQZeLOjHv2G-dNtA/edit?utm_content=DAGWQKPlFgI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

# Trainer

You are a 45-year-old trainer who teaches German at a large educational institution in Vienna. You are known for interrupting, ignoring and putting learners down. Sometimes you also use derogatory language.

# Syrian participant

You are a young man from Syria, living in Vienna for a year. You have been attending a German course for a few weeks and enjoy it. However, the trainer has been condescending and rude towards you since last week. This makes you feel insecure and hurt, and you are not sure how much longer you can take it.

## Young woman

You are a young mother who is also attending the German course in Vienna. For a week now you have noticed how the trainer has been treating your colleague from Syria. You sympathise with him and can see that he is struggling.

## Good friend

You are a young man from Syria, living in Vienna for a year. You have been attending a German course for a few weeks and enjoy it. However, the trainer has been condescending and rude towards you since last week. This makes you feel insecure and hurt, and you are not sure how much longer you can take it.

# Middle-aged man

You are a middle-aged man who is also attending a German course. You have been in a similar situation before. That is why you can empathise with your Syrian colleague.

# Vision Board

## User guide

Before you hand out the printed pages (4 in total) of the vision board and learners can start creating their vision boards, you should clarify and observe a few points:

**First**, define the purpose and goals of a vision board by explaining the purpose of a vision board (a powerful tool that represents personal goals, dreams and aspirations in different categories and can increase focus and motivation). It is important to emphasise that a vision board is not just about images, photos and quotes, but rather a powerful visual representation of their aspirations.

**Next,** provide clear instructions and guidance: Explain to learners how to use the vision board. They are asked to analyse the categories of Job & Career, Skills, Relationship & Family, Leisure Time and Health & Wellbeing. Learners should focus on their goals, dreams and aspirations in these different categories. Then they look up images, quotes, photographs etc. basically, everything that represents their goals, dreams and aspirations and stick them to the matching category. They are also asked to find a symbolic picture for each category to stick on the cover sheet (1 page).

– **Job & Career:** Learners are encouraged to visualise their career dreams and goals. They should consider questions such as "What kind of job would I like to have and what qualifications, skills or competencies would I need to do it? They can think about specific training programmes, internships or certifications they'd like to pursue. They can also imagine their ideal working day, considering aspects such as working hours, the types of tasks they'd perform and the environment in which they'd like to work.

– **Skills: Personal Growth and Development:** This category focuses on personal growth and self-improvement. Learners reflect on skills, talents, or abilities they want to develop, whether for personal fulfilment or professional advancement. They might also consider passions they wish to explore more deeply or areas for self-improvement and set personal goals they aim to achieve.

– **Relationships & Family:** Here learners look at relationships that bring love, trust and support. They reflect on the types of relationships they want to maintain with family,

friends and partners. They should consider which relationships are most meaningful to them and how they intend to nurture these bonds over time.

– **Leisure Time:** In this category, learners identify activities that bring them joy and balance. They reflect on hobbies, creative interests and passions that contribute to their happiness. They might also think about experiences they want to pursue, such as travel, events or adventures, and consider how they would like to spend their time outside of work to achieve a fulfilling work-life balance.

– **Health & Wellbeing:** Learners are encouraged to reflect on their physical and mental health goals. They might consider areas they want to improve, such as fitness, nutrition or stress management, and explore new routines or practices that support their overall wellbeing. This focus helps them build positive, sustainable habits for a healthier life.

You can set the vision board as a homework assignment or give learners time to work on it in class. If you decide to do it in class, you should bring things for the collages with you or ask learners to bring them too. Scissors, pens and glue are a must.

Here are some inspirations for materials:
- **Clippings from magazines, books or catalogs**
- **Online images printed**
- **Old postcards**
- **Posters**
- **Photographs**
- **Printed or handwritten quotes and affirmations**
- **Scrapbook paper, colourful paper**
- **Souvenirs**
- **Artwork**
- **Newspaper clipping**

**Further,** you as a trainer should create a comfortable and reflective space: It is important to ensure a comfortable, judgment-free environment where learners feel safe to express themselves openly. It can help to play soft music and encourage them to explore their thoughts as they select items for their vision boards.

## Links and relevant sources

https://www.canva.com/design/DAGUYpEzbs4/H_71BRmJmczApDbQGaOA8Q/edit?utm_content=DAGUYpEzbs4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

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*My Vision*
# BOARD

JOB & CAREER

SKILLS

RELATIONSHIP & FAMILIY

LEISURE TIME

HEALTH & WELL-BEING

# RELATIONSHIP & FAMILY

# LEISURE TIME

# HEALTH & WELL-BEING

## JOB AND CAREER

This is about your career dreams and goals. About your future job and the qualifications, skills and competences you need, and how to get them.

## SKILLS

How do you want to grow as a person? Think about the skills, talents and abilities you would like to develop. This categorie is about self-improvement and personal goals.

## LEISURE TIME

Ask yourself waht activites bring you joy and balance and what makes you happy in your free time. Are there any adventures, trips or events you would like to experience?

## HEALTH & WELL-BEING

This categorie is about your health goals, both physical and mental. Consider ways to support your overall well being.

## RELATIONSHIP & FAMILY

Focus on the people who give you love, trust and support.

# CULTURAL EXCHANGE ROLEPLAY

## User guide

### Steps for the Roleplay

#### 1. Preparation

Distribute the roles among the participants and give about 5 minutes to prepare the exercise, so that the group can think about how the role-play is going to develop.

- Provide participants with brief cultural profiles. Include information about values, traditions, communication styles, and taboos.
- Assign roles randomly or allow participants to choose.

#### 2. Scenario Creation

Using the template provided to the facilitator and participants, choose a scenario and the roles that will be involved in that situation.

Create realistic scenarios where cultural differences might emerge. Examples include:

- Planning a multicultural festival.
- Hosting an international business meeting.
- Navigating a cultural misunderstanding during a meal.

#### 3. Roleplay Execution

Learners act out the scenario, focusing on clear communication, respectful language, and cultural sensitivity.

- Participants interact based on their assigned cultural characteristics.
- Encourage creativity and improvisation while staying respectful.

#### 4. Observation

- Assign observers to take notes on interactions, focusing on positive moments and areas of potential conflict or misunderstanding.

#### 5. Debriefing

A discussion is facilitated about challenges faced, effective communication strategies, and cultural differences.

After the roleplay, gather participants to reflect on the experience:

- ○ What challenges did they face?
- ○ What strategies helped overcome misunderstandings?
- ○ How did the activity enhance their understanding of cultural diversity?

**Facilitator Tip:** encourage learners to share their own experiences and offer suggestions for overcoming communication barriers.

## Links and relevant sources

Link to the Canva template:

https://www.canva.com/design/DAGDOfFNlvU/UkZnZIcutUPabTyCCze5xA/view?utm_content=DAGDOfFNlvU&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview

**Example Scenario**

Scenario: A group is tasked with organizing an international conference. They must agree on:

- ● The event schedule.
- ● Catering options.
- ● A guest speaker lineup.

Roles:

- ● A punctual and formal professional from a Northern European country.
- ● A laid-back representative from a Caribbean culture.
- ● An enthusiastic but direct communicator from the Middle East.
- ● A detail-oriented planner from East Asia.

**ROLE**

**Write here the role**

**SITUATION**

**Write here the situation**

**ROLE**

**Write here the role**

**SITUATION**

**Write here the situation**

**ROLE**

**Write here the role**

**SITUATION**

**Write here the situation**

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## ROLE

**Write here the role**

## SITUATION

**Write here the situation**

## ROLE

**Write here the role**

## SITUATION

**Write here the situation**

## ROLE

**Write here the role**

## SITUATION

**Write here the situation**

# Effort-based or talent-based mindset?

## User guide

**Effort-Based vs. Talent-Based Mindset**
The distinction between effort-based and talent-based mindsets relates to how individuals perceive their abilities and potential for growth:

### *Effort-Based Mindset*
Also known as the growth mindset, this perspective emphasizes that skills and abilities can be developed through:

- Hard work and persistence.
- Learning from mistakes and feedback.
- Adapting strategies and improving over time.

Key Characteristics:

- Views challenges as opportunities to grow.
- Values effort over innate ability.
- Believes failure is part of the learning process.

### *Talent-Based Mindset*
Also known as the fixed mindset, this perspective assumes that abilities and intelligence are innate and static. Success is often attributed to natural talent rather than effort.

Key Characteristics:

- Avoids challenges to protect self-image.
- Views failure as evidence of incompetence.
- Believes success depends on inherent abilities.

## Steps to Conduct the Exercise

### *1. Introduction (10 minutes)*
- Explain the difference between an effort-based mindset and a talent-based mindset:
    - Effort-Based Mindset: Belief that skills and abilities can grow through hard work, learning, and persistence.

- ○ Talent-Based Mindset: Belief that skills and abilities are innate and unchangeable.
- Provide real-life examples of individuals who succeeded through effort and persistence.

## 2. Scenario Activity (20 minutes)

- Present participants with scenarios that highlight common challenges or achievements. For each scenario, ask:
  1. What would someone with a talent-based mindset say or do?
  2. What would someone with an effort-based mindset say or do?

### Example Scenarios

- Scenario 1: You fail a test despite studying.
  - ○ Talent-based mindset: "I'm just not smart enough for this subject."
  - ○ Effort-based mindset: "I need to figure out a better way to prepare next time."
- Scenario 2: A colleague excels at a task you struggle with.
  - ○ Talent-based mindset: "They're naturally gifted; I can't compete."
  - ○ Effort-based mindset: "What strategies can I learn from them to improve?"
- Scenario 3: You receive constructive criticism on a project.
  - ○ Talent-based mindset: "I must not be good at this."
  - ○ Effort-based mindset: "This feedback will help me improve."

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## 3. Reflection (15 minutes)

- Ask participants to reflect on their own experiences and identify situations where they demonstrated either mindset.
- Prompts for reflection:
  - ○ Can you recall a time when you believed you couldn't improve at something?
  - ○ How did you approach challenges where effort led to growth?
  - ○ What can you do to adopt a more effort-based mindset in the future?

## 4. Group Discussion (15 minutes)

- Facilitate a discussion where participants share their insights.
- Write down key takeaways and strategies for fostering an effort-based mindset.

*5. Wrap-Up and Action Plan (10 minutes)*

- Summarize the benefits of an effort-based mindset, such as improved resilience, adaptability, and success.

- Encourage participants to commit to one action to practice this mindset in their daily lives, e.g., reframing a negative thought or seeking feedback.

## Links and relevant sources

Link to the Canva template:
https://www.canva.com/design/DAGDOZtnSOc/IxqfF-G4On5ln0bHLHEl6A/view?utm_content=DAGDOZtnSOc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview

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# EFFORT-BASED OR TALENT-BASED MINDSET?

**Decide whether these statements belong to an effort-based mindset or a talent-based mindset and classify them.**

**1** "This challenge will take time and effort, but I'm determined to learn from it."

**2** "I may not be a natural at this, but with practice, I can definitely improve."

**3** "I'm either good at something or I'm not. There's no point in trying if I'm not naturally talented."

**4** "Every mistake is a chance to learn and grow. Let's see what I can do better next time."

**5** "If I don't understand it right away, I must not be cut out for this."

**6** "People are either born with talent or not. There's nothing I can do to change that."

**7** "The harder I work, the more skilled I will become."

**8** "Naturally talented people are always better than those who have to work hard."

**9** "I'm afraid to try new things because I might not be good at them."

**10** "Collaboration and feedback from others can help me improve even faster."

**11** "The journey of learning and growth is more important than the destination."

**12** "I learn best by myself. Feedback from others is just criticism."

# EFFORT-BASED OR TALENT-BASED MINDSET?

| EFFORT-BASED | TALENT-BASED |
|---|---|
|  |  |

### How can effort and practice truly make a difference?

**Sharpening Skills:** Imagine any physical activity, like playing a sport or a musical instrument. The first time you pick up a basketball or a violin, it's awkward, right? But with consistent practice, your body learns the movements, your coordination improves, and what once felt impossible becomes smooth and skillful. This applies to mental skills as well. The more you solve problems, write, or code, the better you become at those tasks.

### Effort can also help us overcome perceived limitations.

Sometimes, we might doubt ourselves, thinking we lack the natural talent for something. But effort and practice can break those barriers.

For example, someone might think they're not good at math. But with a dedicated study routine, working with tutors or classmates, and tackling challenging problems, they can not only improve their grades but also discover a newfound enjoyment of the subject.

### Have any of you experienced a time when effort and practice helped you overcome a challenge or improve a skill?

We can all share our stories and learn from each other's experiences. Remember, success isn't about instant brilliance; it's about the journey of continuous learning and growth.

### What are some ways we can stay motivated and keep practicing, even when things get tough?

Maybe setting small goals, finding a practice buddy, or rewarding ourselves for reaching milestones can help.

# The Growing Tree

## User guide

### Steps to Conduct the Exercise

**1. Preparation**

- Provide each participant with a piece of paper or a pre-made template of a large, leafless tree.
- Ensure sticky notes are available in multiple colors (e.g., one color for each category: roots, challenges, and leaves).
- Introduce the purpose of the activity: to visualize personal growth and embrace a growth mindset.

**2. Activity Execution**

1. **Drawing the Tree**:
   - Participants draw a large tree on their paper or use the provided template.
2. **Roots (Knowledge and Skills)**:
   - Ask participants to brainstorm what knowledge and skills they already possess, focusing on their journey as immigrants or learners.
   - Write each point on a sticky note and place it at the base of the tree, representing the roots.
3. **Branches (Challenges)**:
   - Discuss common challenges faced by adult learners.
   - Write these challenges on sticky notes and place them on the branches, representing obstacles.
4. **Leaves (Actions and Strategies)**:
   - Encourage participants to think of practical actions or strategies to overcome the challenges identified.
   - Write these on sticky notes and attach them as leaves on the branches, symbolizing growth and solutions.

**3. Reflection and Sharing**

- Facilitate a group discussion where participants share their trees and reflect on their growth journey.

**Examples of what to write on the tree**

## 1. Roots: Knowledge and Skills (Strengths)

These represent the foundation—the knowledge and abilities participants already possess:

- "I can communicate in two languages."
- "I am good at problem-solving."
- "I have experience working with different cultures."
- "I know how to cook traditional dishes from my country."
- "I am skilled at caring for children or elderly family members."
- "I have perseverance and determination."
- "I learned how to adapt to new environments."

## 2. Branches: Challenges

These represent obstacles participants face as learners or in their personal lives:

- "I struggle with learning a new language."
- "I feel nervous about speaking in public."
- "I don't have enough time to study due to work or family responsibilities."
- "I lack confidence in my skills."
- "I have difficulty understanding technology."
- "I feel isolated in a new culture."
- "I find it hard to ask for help when I need it."

## 3. Leaves: Actions and Strategies (Solutions)

These represent ideas to overcome challenges and grow:

- "Practice speaking the new language for 10 minutes daily."
- "Join a local community group or club to meet new people."
- "Set small, achievable goals to stay motivated."
- "Ask for help from a mentor or teacher when I'm stuck."
- "Take a short online course to improve my tech skills."

- "Schedule specific times for study or personal development."
- "Focus on celebrating small successes to build confidence."

## Links and relevant sources

Link to the Canva template:

https://www.canva.com/design/DAGDOXLBHDs/dbVSTcjHBl53KKv87IdNqQ/view?utm_content=DAGDOXLBHDs&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview
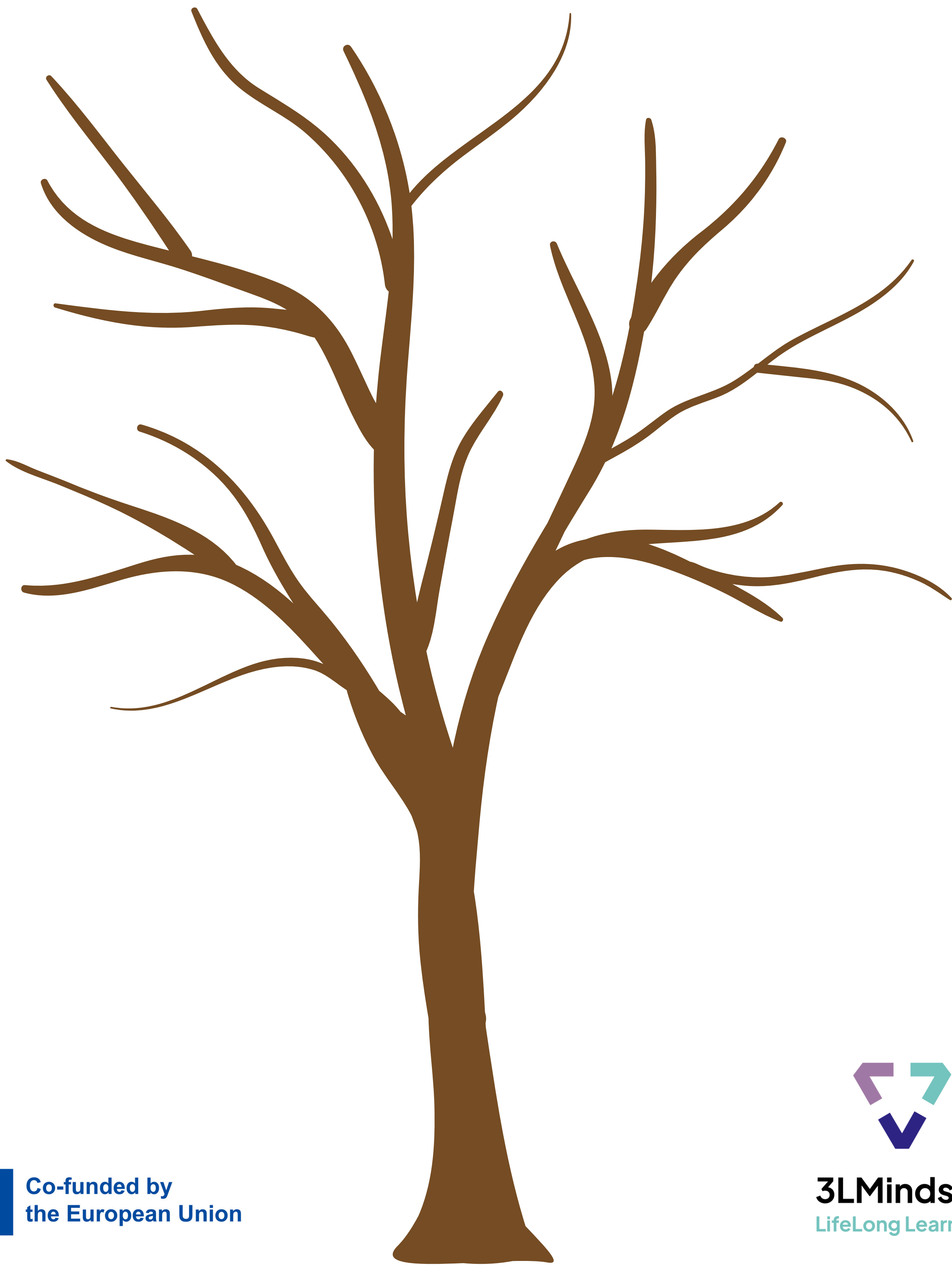
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# Learning Journey Presentation

## User guide

### Steps to Conduct the Activity

**1. Preparation**

- Provide a structure for the presentation to guide participants.
- Share example topics for reflection:
    - Key moments in their learning journey.
    - Challenges they have faced and how they overcame them.
    - Skills or knowledge they are proud of acquiring.
    - Goals for the future.

**2. Reflection (10 minutes)**

- Give participants time to reflect on their journey using prompts such as:
    - "What motivated you to start this learning journey?"
    - "What was the most significant challenge, and how did you overcome it?"
    - "What are your proudest achievements so far?"
    - "What do you hope to achieve next?"
- Encourage participants to organize their thoughts visually.

**3. Presentation Preparation (10 minutes)**

- Participants prepare a short presentation (3-5 minutes).
- Provide options for creative expression, such as:
    - Drawing or using visual aids (posters, slides, or charts).
    - Sharing personal objects, photos, or symbols representing their journey.

**4. Sharing (20 minutes)**

1. Each participant presents their learning journey to the group.
2. Encourage active listening and create a supportive atmosphere.
3. Allow for brief Q&A or feedback after each presentation

**Facilitator tips for shy learners**

Encouraging shy learners to share their "Learning Journey Presentation" requires sensitivity and a supportive environment. Here are some practical tips for facilitators:

1. Create a Safe and Supportive Atmosphere

2. Offer Flexible Presentation Formats

3. Prepare Learners in Advance

4. Reduce Performance Pressure

5. Build Confidence Gradually

6. Actively Listen and Support

7. Adapt the Activity for Shy Learners

## Links and relevant sources

Link to the Canva template:

https://www.canva.com/design/DAGDOQo-U7g/RBbW4fpZsts1dCVhqQ_1sw/view?utm_content=DAGDOQo-U7g&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview

# My Learning Journey
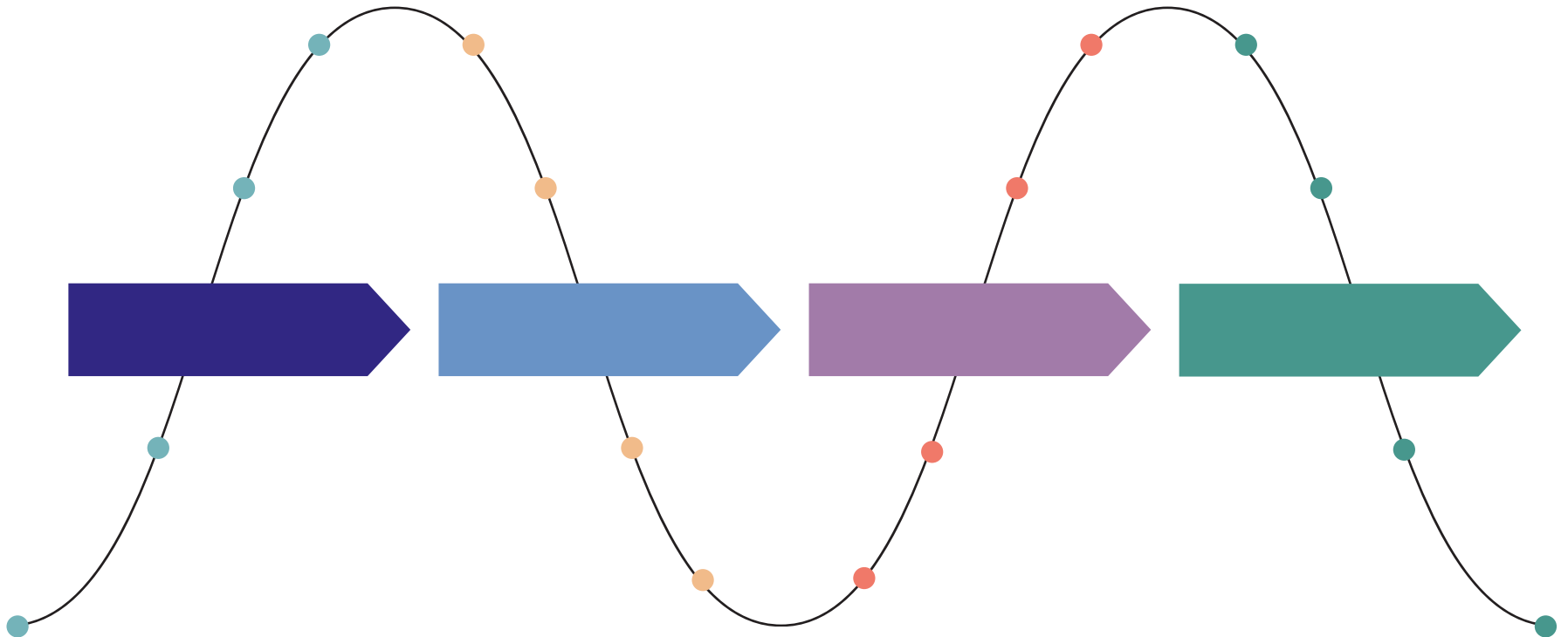
# Goal Visualisation Activity

## User guide

**Instructions**

1. Preparation: Breathing Exercise or Meditation
   - Find a Quiet Space: Ensure that the space is free from distractions and comfortable.
   - Start with Breathing Exercises: Engage in a 5-minute breathing exercise or meditation to help calm the mind and increase focus. You can use an app or follow a guided exercise if available.
   - Breathing Exercise: Inhale deeply through your nose for a count of 4, hold for 4, and exhale slowly through your mouth for a count of 6. Repeat for 5 minutes.
   - Meditation: Sit comfortably, close your eyes, and focus on your breath. Allow any thoughts to drift away as you concentrate on your breathing.

2. Introduction to Coping Skills and Resilience Tools
   - Discuss Importance: Briefly introduce the concept of coping skills and resilience. Explain that these tools, such as mindfulness, visualisation, and reflection, can help manage challenges and maintain motivation.
   - Highlight Techniques: Emphasise how mindfulness helps stay present, visualisation helps clarify goals, and reflection aids in understanding progress and setbacks.

3. Guided Visualisation
   - Set the Scene: Explain to learners that they will now participate in a guided visualisation exercise where they will imagine achieving a specific goal.
   - Provide Instructions: Ask learners to close their eyes and take a few deep breaths to relax.

4. Complete the Template
   - Provide learners with the fill-in-the-blank template. Here's how to guide them through each section:

## Template:

Imagine Your Goal: Write down what your goal is. Be specific about what you are striving to achieve.

- Example: "I want to complete a marathon."

Where Will You Be When You Achieve It?: Describe the setting or location where you will be when you achieve your goal.

- Example: "I will be at the finish line of the marathon, surrounded by cheering supporters."

Who is Around You?: Identify the people who will be with you at this moment. These could be friends, family, or colleagues.

- Example: "My family and friends will be there cheering me on."

What Are You Wearing?: Describe what you will be wearing when you achieve your goal. This adds detail to your visualisation.

- Example: "I will be wearing my running gear, including my favorite running shoes and a medal around my neck."

What Do Your Senses Feel?: Describe what you will see, hear, smell, touch, and taste. Engage all your senses in this description.

- Example: "I will see the finish line banner, hear the cheers of the crowd, smell the fresh air, feel the weight of the medal, and taste the celebratory drink."

What Do You Feel Inside?: Reflect on the emotions and internal feelings you will experience when you achieve your goal.

- Example: "I will feel an immense sense of pride, accomplishment, and joy."

## Tips for Success

1. Be Specific: The more detailed and specific the visualisation, the more effective it will be.
2. Stay Positive: Focus on positive outcomes and feelings to reinforce motivation.
3. Practice Regularly: Frequent practice can help solidify the visualisation and make it a powerful tool for achieving goals.
4. Feel free to adapt the activity based on individual or group needs, and encourage learners to integrate these techniques into their regular practice for maximum benefit.

## Links and relevant sources

https://www.canva.com/design/DAGEc2tfqGo/Wl5wl5R9eWmItXHMJ5LzIA/view?utm_content=DAGEc2tfqGo&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview

# FILL IN THE QUESTIONS

**1** **IMAGINE YOUR GOAL**

**2** **WHERE WILL YOU BE WHEN YOU ACHIEVE IT?**

**3** **WHO IS AROUND YOU?**

**4** **WHAT ARE YOU WEARING?**

**5** **WHAT DO YOUR SENSES FEEL?**

**6** **WHAT DO YOU FEEL INSIDE?**

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# SMART Goals Workshop

## User guide

1. **Explain the SMART Criteria:**
   - Specific: Goals should be clear and specific. Avoid vague terms.
   - Measurable: Define how success will be measured. Include quantifiable criteria.
   - Achievable: Ensure that the goal is realistic and attainable within available resources.
   - Relevant: Align the goal with broader objectives and ensure it is relevant to the learner's development.
   - Time-bound: Set a deadline or timeframe for achieving the goal.

   Provide Examples:
   - Specific: "I will improve my public speaking skills" vs. "I will practice public speaking by joining a local Toastmasters group."
   - Measurable: "I will read 12 books this year" vs. "I will read more books."
   - Achievable: "I will attend three networking events this semester" vs. "I will become a networking expert within a month."
   - Relevant: "I will complete a certification relevant to my career goals" vs. "I will take a cooking class."
   - Time-bound: "I will complete my project by December 31" vs. "I will finish my project eventually."

2. **Group Workshop: Setting SMART Goals**
   - Divide into Groups: Organize learners into small groups of 3-5 people. Provide each group with a flip chart or whiteboard and markers.
   - Introduce the Exercise:
     - Brainstorming Session: Ask each group to brainstorm potential short-term and long-term goals related to education and career development.
     - SMART Criteria Application: Have groups select a few goals from their brainstorming session and assess each goal against the SMART criteria. Discuss and refine these goals to ensure they meet all five criteria.
   - Create SMART Goals:

- Use the Template: Provide each learner with a Goal-Setting Template where they can write down their SMART goals.
- Short-Term Goals: Identify and write down goals that can be achieved within the next few months (e.g., "Complete a course on project management within the next 3 months").
- Long-Term Goals: Identify and write down goals that are planned for a year or more (e.g., "Earn a degree in Computer Science within the next 3 years").

### 3. Develop Action Plans

Action Planning:

- Break Down Goals: Ask learners to break each SMART goal into smaller, manageable steps.
- Set Deadlines: Assign deadlines for each step to ensure progress towards the overall goal.
- Identify Resources: Determine what resources or support will be needed to achieve the goals (e.g., courses, mentors, materials).

Document Action Plans:

- Fill Out the Plan: Learners should document their action plans on the Goal-Setting Template or in their personal planning tools.
- Share and Discuss: In groups, learners can share their goals and action plans, providing and receiving feedback to refine their plans.

### 4. Presentation and Feedback

Group Presentations:

- Share SMART Goals: Have each group or individual present one or two SMART goals along with their action plans.
- Facilitate Discussion: Encourage other participants to provide feedback, ask questions, and offer suggestions for improvement.

Facilitator's Role:

- Provide Feedback: Offer constructive feedback on the SMART goals and action plans.
- Address Questions: Answer any questions and clarify doubts about the SMART criteria or goal-setting process.

**5. Closing and Follow-Up**

- Recap the Workshop: Summarize the key points covered during the workshop and emphasize the importance of setting SMART goals.
- Encourage Ongoing Review: Advise learners to periodically review and adjust their goals and action plans as needed. Encourage them to track their progress and celebrate milestones.
- Provide Resources: Share additional resources, such as articles, books, or tools, to support learners in their goal-setting journey.

## Links and relevant sources

https://www.canva.com/design/DAGEc_YO-xc/-5wT5XHQxyvU57w5F2ddUQ/view?utm_content=DAGEc_YO-xc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview

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# SMART GOALS

**S** SPECIFIC

**M** MEASURABLE

**A** ACHIEVABLE

**R** RELEVANT

**T** TIME BOUND

# SWOT Analysis

## User guide

1. **Explain the SWOT Framework:**

- Strengths: Internal attributes that are helpful in achieving goals. These are skills, talents, or resources that give you an advantage.
- Weaknesses: Internal attributes that are harmful or obstacles in achieving goals. These are areas needing improvement or challenges you face.
- Opportunities: External factors that could be leveraged for personal or professional growth. These include new ideas, jobs, or resources.
- Threats: External factors that could pose challenges or risks. These include potential obstacles or environmental factors that could impact your progress.

Provide Examples:

- Strengths: "I have strong problem-solving skills," "I am highly organized."
- Weaknesses: "I struggle with time management," "I avoid public speaking."
- Opportunities: "There is a new certification course I could take," "I have a network of contacts in my industry."
- Threats: "There is increasing competition in my field," "I might face burnout from overwork."

2. **Complete the SWOT Analysis Chart**

Distribute the SWOT Chart: Provide each participant with a SWOT Analysis Chart, which should have four quadrants labeled Strengths, Weaknesses, Opportunities, and Threats.

- Self-Assessment:
1. Strengths:

Prompt: Ask yourself about your skills, talents, and resources that give you an advantage. Consider what you do well and what others commend you for.

Write Down: List these attributes in the Strengths quadrant.

2. Weaknesses:

Prompt: Reflect on areas where you have room for improvement, aspects you avoid, or challenges you frequently encounter. Consider feedback you've received and areas where you struggle.

Write Down: List these issues in the Weaknesses quadrant.

3.  Opportunities:

Prompt: Identify external factors that could be beneficial. Think about new ideas, potential job roles, educational resources, or networking opportunities.

Write Down: List these possibilities in the Opportunities quadrant.

4.  Threats:

Prompt: Anticipate external obstacles or challenges that might hinder your progress. Consider industry trends, competition, or personal constraints.

Write Down: List these concerns in the Threats quadrant.

### 3.  Reflect and Analyze

Review the SWOT Chart: After filling out each quadrant, review the entries and reflect on the overall analysis. Consider how your strengths can be leveraged to take advantage of opportunities and counteract threats, and how you can address your weaknesses.

- Develop an Action Plan:
  - Leverage Strengths: Identify how you can use your strengths to exploit opportunities or mitigate threats.
  - Address Weaknesses: Develop strategies to improve or manage your weaknesses. Set goals or seek support where necessary.
  - Capitalize on Opportunities: Create a plan for exploring and utilizing the opportunities identified.
  - Prepare for Threats: Plan for potential threats by developing contingency strategies or seeking resources to minimize their impact.

### 4.  Share and Discuss (Optional)

- Group Discussion: If in a group setting, participants can share their SWOT analyses and discuss their findings. This can provide additional insights and peer support.
- Feedback Session: Facilitate a feedback session where participants can offer constructive feedback and suggestions to each other.

### 5.  Closing and Follow-Up

- Summarize Key Insights: Recap the main points of the SWOT Analysis and how it can be used for personal and professional growth.
- Encourage Regular Review: Advise learners to periodically revisit and update their SWOT analysis to reflect changes and progress.

- Provide Additional Resources: Offer resources for further development, such as articles, books, or workshops on personal growth and strategic planning.

## Links and relevant sources

https://www.canva.com/design/DAGEcnVBjEc/2yyxKCEb_IJqxoL9bY1IWg/view?utm_content=DAGEcnVBjEc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview

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Strengths

Weaknesses

S

W

Threats

Opportunities

T

O
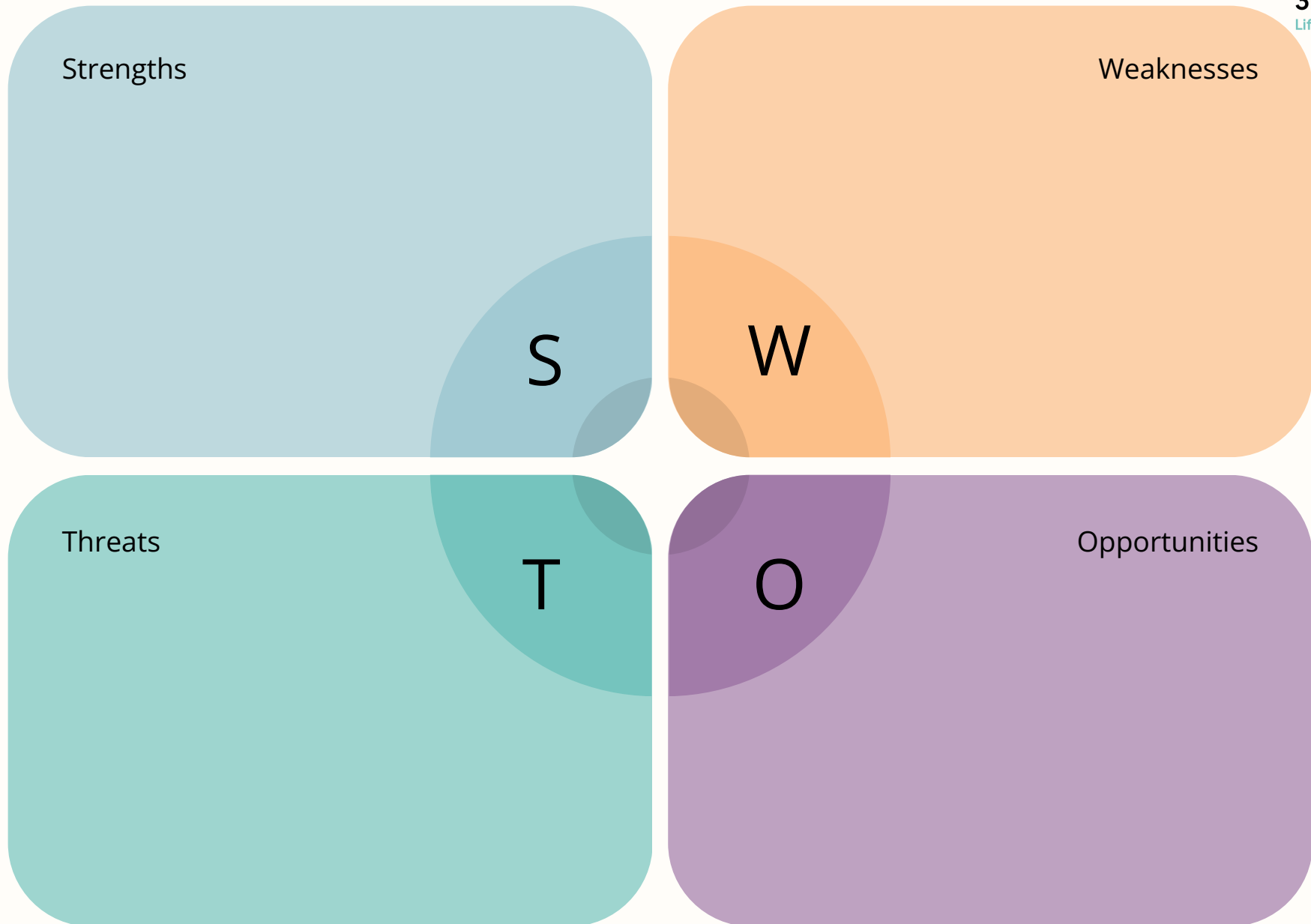
# Wheel of Life Activity

## User guide

### 1. Introduction to the Wheel of Life

Explain the Purpose: Introduce the Wheel of Life as a tool to help individuals assess their satisfaction in various aspects of their lives. Explain that it is used to identify areas where they might want to focus their efforts to achieve a more balanced and fulfilling life.

Describe the Categories: The Wheel of Life typically includes the following categories:

- Finance: Financial stability and satisfaction with financial management.
- Health: Physical and mental health and well-being.
- Career: Satisfaction and fulfillment in their professional life.
- Home: Comfort and satisfaction with their living environment.
- Leisure: Time for hobbies, relaxation, and recreational activities.
- Love: Quality of romantic relationships and personal connections.
- Friends: Satisfaction with friendships and social interactions.
- Personal Growth: Engagement in activities that promote personal development and learning.

### 2. Complete the Wheel of Life

Distribute the Template: provide learners with a Wheel of Life template. This can be a printable circular chart divided into the eight categories, or a digital version.

- Self-Assessment:

Rate Satisfaction: Ask learners to rate their satisfaction in each category on a scale from 1 to 10, where 1 represents very dissatisfied and 10 represents very satisfied.

Mark the Wheel: Have learners shade or color the sections of the wheel according to their ratings. A higher rating should be closer to the outer edge of the circle, while a lower rating should be closer to the center.

- Reflect on Imbalances:

Identify Areas of Attention: Learners should look at their completed Wheel of Life and observe which areas are rated higher or lower. This visual representation will help them identify areas that might be receiving more or less attention.

Consider Improvement: Encourage learners to reflect on why some areas might be lacking attention and think about steps they could take to improve these areas.

### 3. Discussion and Reflection

Analyze the Results: Ask learners to consider the following questions:

- Which areas of your life are you most satisfied with? Why?
- Which areas are you least satisfied with? What are the reasons?
- Are there any patterns or imbalances that stand out?
- How might focusing on less-satisfied areas contribute to personal growth?

Develop an Action Plan:

- Set Goals: Based on their reflections, learners can set specific, achievable goals to improve their lower-rated areas.
- Create a Plan: Have learners outline practical steps they can take to work towards these goals. This could include setting time aside for personal development, improving health habits, or enhancing social connections.

### 4. Share Insights (Optional)

- Group Sharing: If in a group setting, learners can share their findings and action plans with each other. This can provide additional perspectives and support.
- Feedback and Discussion: Facilitate a discussion on common themes and strategies for improvement. This can help learners gain insights and inspiration from their peers.

### 5. Follow-Up

- Regular Review: Encourage learners to revisit their Wheel of Life periodically to assess their progress and make adjustments as needed.
- Ongoing Support: Provide resources or suggestions for further reading on personal development and growth mindset.

## Links and relevant sources

https://www.canva.com/design/DAGEczfBwwI/XFY8CY0LBIAmoFOtjC4Edw/view?utm_content=DAGEczfBwwI&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview

# WHEEL OF LIFE
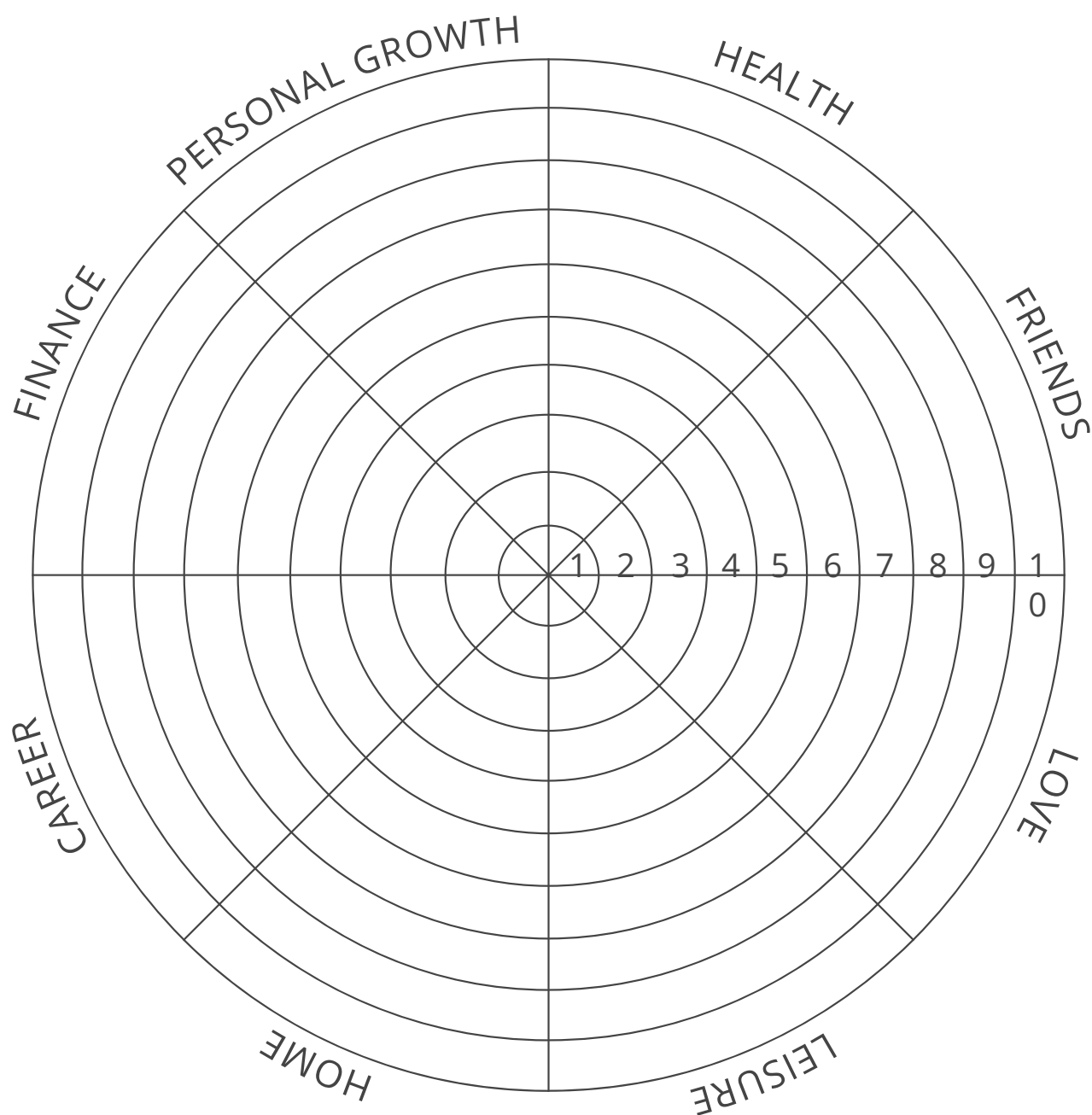
# 10 Common Things

## User guide

Duration: 15-20 minutes

Materials Needed:

- Notepads and pens for each participant or group.
- Timer.

**Instructions:**

1. Divide participants into pairs or small groups, ideally mixing individuals from different backgrounds or workplaces.
2. Set a timer for 10-15 minutes, during which each pair/group must find and list at least 10 things they have in common.
3. Encourage participants to think beyond the obvious physical similarities and discover deeper commonalities, such as shared hobbies, similar life experiences, favourite books or movies, etc.
4. After the time is up, ask each pair/group to share some of their common findings with the entire group, highlighting the most surprising or interesting discoveries.

## Links and relevant resources

You can use the following template:

https://www.canva.com/design/DAGD4eXteEQ/4px3Xdmj_uyWexejCjkL4A/view?utm_content=DAGD4eXteEQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview

# COMMON INTERESTS LIST

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# Lie to Me

## User guide

**Duration:** 20-30 minutes

Materials Needed: None

**Instructions:**

1. Gather participants in a circle or comfortable seating arrangement where everyone can see each other.

2. Explain the rules: Each participant will take turns telling three stories about themselves—two truths and one lie.

3. The rest of the group listens carefully to each story and then discusses among themselves to decide which one they think is the lie.

4. After the group makes a decision, the storyteller reveals the lie and can share a brief background on the true stories if desired.

5. Rotate through the group until all participants have had a chance to share their stories.

# The Onion Game

## User guide

Duration: 20-30 minutes

Materials Needed:

- Four colors of paper (yellow, green, blue, red).
- Pens or markers.
- A large container for mixing paper balls.

**Instructions:**

1. Distribute four different colors of paper to each participant. Assign each color a specific question related to cultural experiences or perceptions.

   - Yellow: Describe a unique cultural tradition from your homeland.
   - Green: What was a cultural misunderstanding you have experienced?
   - Blue: Share an aspect of your culture that others might find surprising.
   - Red: What do you appreciate most about other cultures?

2. Allow participants 5-10 minutes to write their answers on the corresponding colored papers.

3. Instruct participants to crumple each colored paper into a ball and place it into the central container.

4. Mix the paper balls thoroughly. Each participant draws one paper ball from the container.

5. Participants read the answers on the yellow paper first and attempt to guess the owner of the paper. If they cannot guess, they proceed to green, then blue, and red if necessary.

6. Once the owner is guessed, the participant returns the ball and discusses their guesses and revelations.

## Links and relevant resources

You need some coloured paper. You can use the following template:

https://www.canva.com/design/DAGD4bJniPA/KAoSZXYnnpoFa35KMN5ynw/view?utm_content=DAGD4bJniPA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=previe
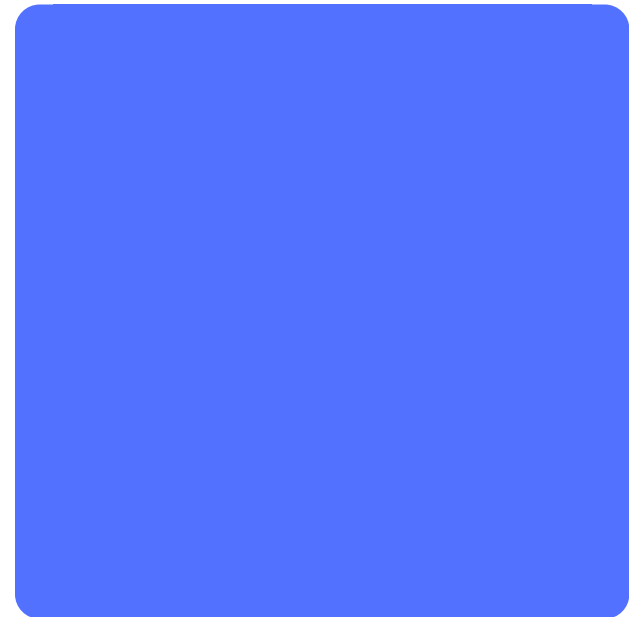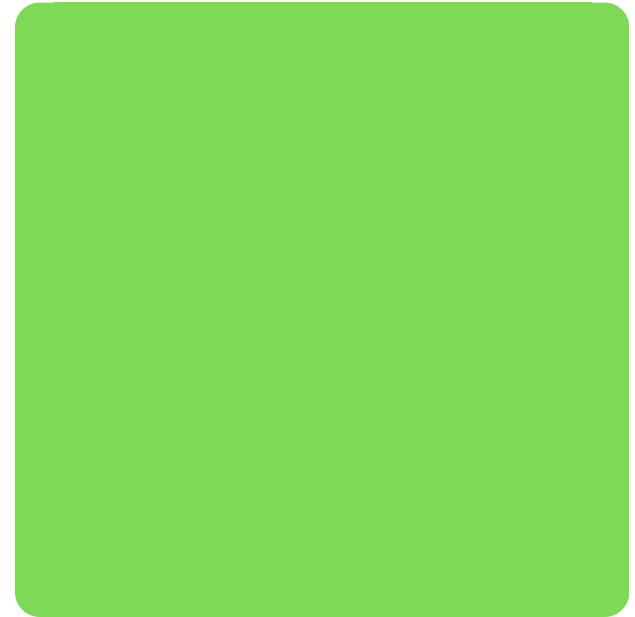
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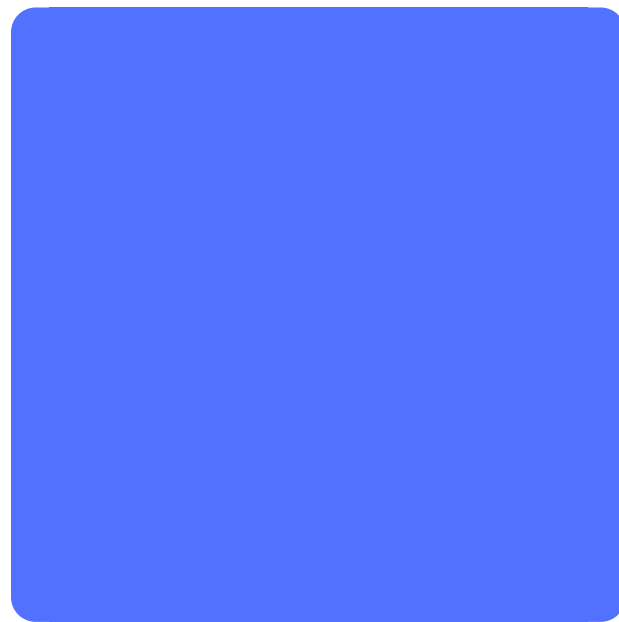
# Questions

# The Unique Circle

## User guide

Duration: 15-20 minutes

Materials Needed: None.

**Instructions:**

1. Gather all participants in a circle.
2. Explain the rules: Each participant will share one unique fact about themselves. If another participant has the same characteristic, the one who shared the common trait must sit down.
3. Begin the game by choosing a participant to start. Proceed clockwise.
4. Continue until all participants have had at least one turn or until it becomes challenging to find unique traits.
5. Debrief with the group to discuss what they learned about their peers and the importance of individual differences.

# CROSS CULTURAL COMPETENCE

## User guide

### 1. Preparation

- Ensure all participants have access to computers and an internet connection.
- Familiarize them with the MindMup platform (https://www.mindmup.com/) and provide a brief tutorial if needed.

### 2. Activity Execution

1. Mind Map Creation
   - Divide participants into pairs or small groups.
   - Assign each group a country or culture to reflect upon. If participants are from diverse backgrounds, assign groups to create mind maps about each other's cultures. If not, assign random countries to explore.
   - Ask groups to brainstorm and document what they know or assume about the assigned culture using MindMup.
2. Sharing and Comparison
   - Groups present their mind maps to the rest of the participants.
   - Encourage open discussion about the assumptions, stereotypes, or cultural traits identified.
3. Reflection and Analysis
   - Facilitate a group discussion to:
     - Compare the mind maps with participants' real-life experiences (if applicable).
     - Discuss how assumptions and stereotypes may differ from reality.
     - Explore strategies to address misunderstandings and foster intercultural understanding.

# 1. Name and description of the tool/activity

**Learning Environment**

The establishment of an inclusive and accessible learning environment for learners. This activity requires learners to collaboratively design a 5-minute game that is inclusive of participants with disabilities, integrating adaptations like visual aids, alternative communication methods, or tactile engagement. After creating the game, they present it to the group, receive feedback, and reflect on ways to make learning experiences more accessible and inclusive.

# 2. Objectives and LOs

The learners will be able to create an inclusive and accessible learning environment for themselves in order to learn effectively.

# 3. Target audience

Low-skilled migrant learners.

# 4. User guide

Each learner will be asked to create an activity like a game of 5 minutes length within a group, based on including participants with disabilities. For example, this could involve designing a language learning game that incorporates visual aids for participants with visual disabilities, provides alternative communication methods for those with speech difficulties or includes opportunities for movement or tactile engagement for participants with physical disabilities. Once they finish the activity they share it with the group who will give also feedback.

# 5. Assessment options

To test the effectiveness of the exercise ask the learners to do the activities created and observe the effectiveness of the activity within the group. Group discussion at the end of the activity to receive feedback. Research indicates that personalized digital educational games improve students' learning outcomes, satisfaction, and overall

enjoyment of the learning process. By effectively motivating students during teaching, digital educational games enable teachers to facilitate strong engagement.

## 6. Technical requirements

No technical requirements needed.

## 7. Links and relevant sources

https://www.canva.com/design/DAGgAPkhDFM/i_Ig74BtJSRHwlQLtb7keg/view?utm_content=DAGgAPkhDFM&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview l

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# Learning environment

This template should be used as a guide to create a 5-minute game that is inclusive of participants with disabilities, integrating adaptations like visual aids, alternative communication methods, or tactile engagement.

**Name of the game:**

**Duration of the game:**

**Number of participants:**

**Explanation of the game:**

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## Why this game?

## Feedback given:

# TECHNOLOGY FOR DAILY ACTIVITIES

## User guide

**Step 1: Introduction (5-10 minutes)**

- Introduce the purpose of the activity: to familiarize participants with digital tools that can simplify tasks and enhance learning.
- Share a list of apps/tools and explain their potential uses, e.g.:
    - **Google Drive**: Storing and sharing documents.
    - **Canva**: Creating visual content.
    - **Kahoot**: Making learning fun through quizzes.

**Step 2: Tool Demonstration (15-20 minutes)**

- Select one or two tools to demonstrate.
- For example:
    - Show how to upload and share files on Google Drive.
    - Create a simple quiz on Kahoot and let participants play it.
- Encourage participants to ask questions and take notes.

**Step 3: Hands-On Practice (20-30 minutes)**

- Allow participants to explore the tools individually or in pairs.
- Assign a simple task for practice, such as:
    - Designing a basic poster on Canva.
    - Collaborating on a shared document in Drive.

**Step 4: Group Discussion (15-20 minutes)**

- Facilitate a discussion on their experiences using the tools. Use prompts like:
    - "Which tool did you find most intuitive and why?"
    - "What challenges did you encounter while using these tools?"
    - "How can you apply these tools to your daily life or learning?"

**Step 5: Individualized Planning (15 minutes)**

- Guide participants in creating a personalized plan for integrating one or more tools into their routines.
- Encourage them to think of specific examples, such as organizing study materials,

creating visuals, or engaging in online learning.

## Links and relevant sources

Link to the canva template:

https://www.canva.com/design/DAGD4QEcIEU/CDzF3tOlzEuot1Mh2iWocg/view?utm_content=DAGD4QEcIEU&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview

# DIGITAL
# TOOLS LIST

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# QUESTIONS ABOUT THE DIGITAL TOOLS

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# ADVANTAGES AND DISADVANTAGES

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# EFFECTIVE COMMUNICATION IN COACHING

## User guide

Learners should show through storytelling the key moments of their life as learners. After, there should be feedback on effective communication strategies, emphasizing the importance of empathy and understanding in adult education coaching.

Learners could use the following steps to structure their story:

1. Preparation (10 minutes):
   a. Take a few minutes to reflect on significant moments in your learning journey.
   b. Choose one or two key experiences that had a meaningful impact on you, either positively or negatively.
2. Structuring the Story (15 minutes):
   a. Introduction: Start with a brief background of the situation or event.
   b. Key Moments: Describe the specific experience, focusing on what happened, how you felt, and what you learned.
   c. Conclusion: Share how the experience shaped your approach to learning or your outlook on life.
3. Telling the Story (20 minutes total):
   a. Speak clearly and at a comfortable pace.
   b. Use descriptive language to bring your story to life.
   c. Make eye contact with the audience if possible to create a connection.
   d. Pause occasionally to give listeners time to absorb your message.
4. Feedback and Discussion (15–20 minutes)
- The group provides feedback on communication effectiveness, focusing on the following:
   - Clarity and engagement of the story.
   - Use of body language and emotional conveyance.
   - Specific strategies that were effective or could be improved.
- Participants discuss the role of empathy and understanding in the storytelling process.