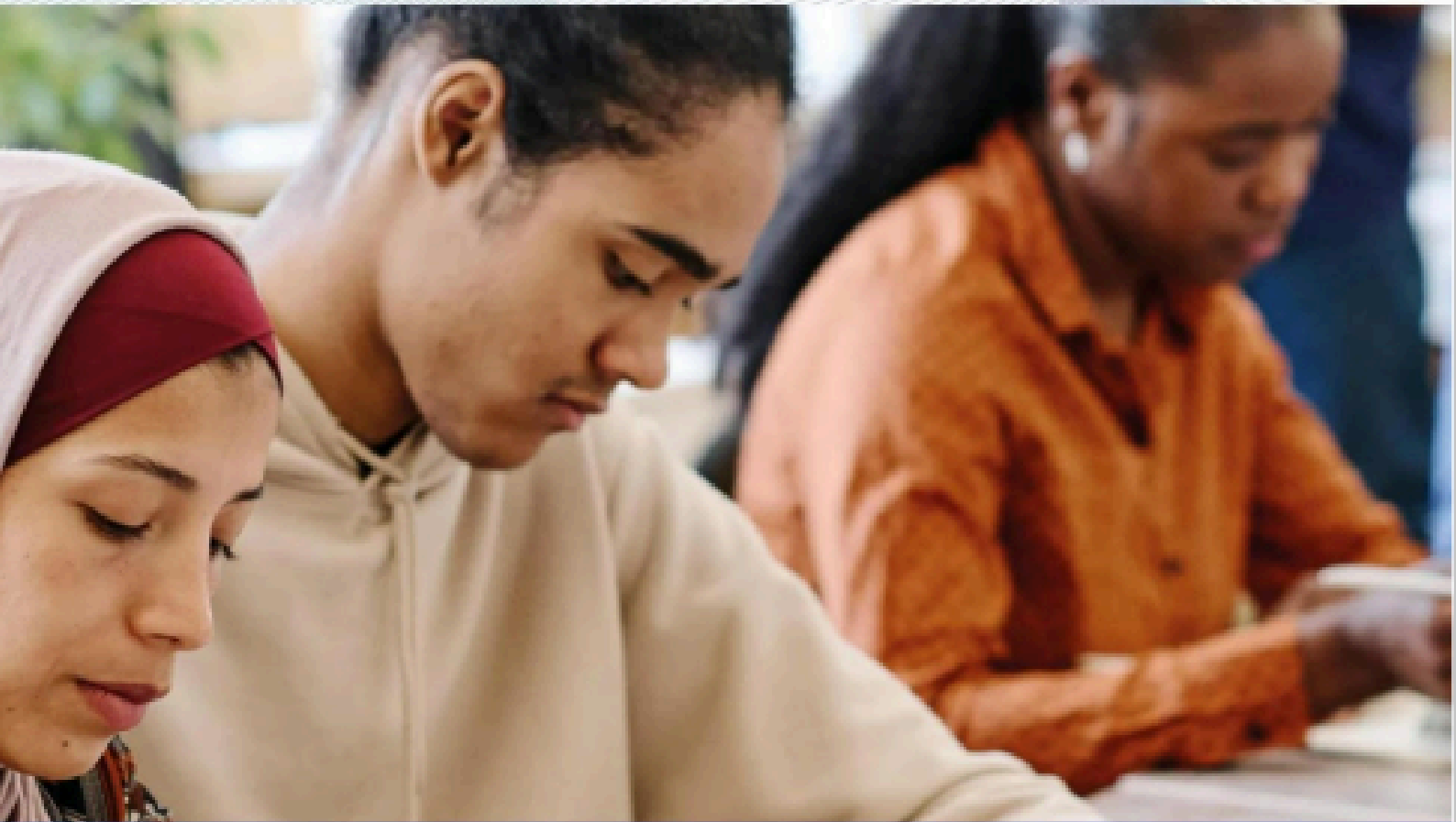




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3LMindset
LifeLong Learning



Coaching Toolbox

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Welcome to the Coaching Toolbox

Welcome to the Coaching Toolbox, your gateway to revolutionising the way we teach and learn through coaching.

This dynamic resource is designed as a comprehensive and very practical toolbox with, activities, tools, inspirations, games, etc. that enhance the learning experience and help changing the mindset towards participation in adult education and lifelong learning amongst lower skilled immigrants.

The 20 practical and ready to use tools, activities and games will be accompanied by user instructions to make sure that they are implemented in a proper and effective way.

The content is based on educational coaching principles and has a strong component of emotional intelligence and positive mindset changes.

The tools from the toolbox can be used by the teachers either in the classroom or as homework assignments for their students.

Everything you need to know about the 3L Mindset Toolbox can be found at the following link: <https://www.3lmindset.com/en/ressourcen>



Objectives

The Coaching Toolbox has been designed to:

O1: Inspire and empower adult education teachers to become educational coaches.

O2: Provide adult education teachers with tools to coach their adult students.

O3: Inspire low skilled adult immigrants to participate in adult education and create a positive mindset about Life Long Learning.

“

We invite you to explore, experiment and engage with our Coaching Toolbox. Together, let's shape a future where lifelong learning is at the heart of education, creating a vibrant, inclusive and dynamic learning ecosystem for all.

Toolbox Overview

The Coaching Toolbox of the 3L MINDSET project is a set of practical tools designed to facilitate continuous learning, personal development and active participation in education for people from diverse backgrounds, with a special focus on migrants. Inspired by the principles of educational coaching, this toolbox aims to empower people, build their confidence and help them overcome personal and cultural barriers in their learning process.

Through dynamic activities, interactive resources and coaching-based strategies, the Toolbox promotes:

- Lifelong Learning: Helping people to develop an open mindset and receptiveness to continuous change.
- Emotional intelligence: Supporting the development of skills such as self-regulation, empathy and effective communication.
- Overcoming cultural and personal barriers: Facilitating integration and learning in multicultural environments through tools adapted to participants' needs.

This Toolbox includes customisable activities, reflective exercises and group dynamics. These tools are aimed at facilitating:

- The development of soft skills: such as leadership, conflict resolution and decision making.
- Building confidence and self-esteem: Helping participants to visualise and achieve their personal and professional goals.
- Adaptability in multicultural environments: Promoting understanding and coexistence in diversity.

The 3L MINDSET Coaching Toolbox is, in essence, a practical guide that combines educational innovation with a humanistic approach, providing participants with the necessary support to make learning not only effective, but also transformative.

Coaching Toolbox Library



1

Explore and Select

Begin by exploring the diverse range of tools available in our toolbox. Each activity is designed to enhance the lifelong learning experience, offering detailed descriptions, objectives and the specific competencies they aim to develop.

2

Integrate into Your Curriculum

Choose the tools that best align with your educational objectives and integrate them into your curriculum. Our toolbox offers the flexibility to adapt each activity to your specific classroom needs and learner profiles.

3

Engage Your Students

Utilise the tools to engage your students in active learning. You'll foster a more participative and inclusive learning environment.

4

Assess and Reflect

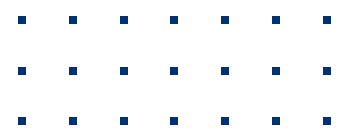
Use the assessment options provided with each activity to evaluate your students' understanding and engagement. Encourage reflection among your students to deepen their learning and self-awareness.

5

Share and Collaborate

Lifelong Learning is at the heart of our toolbox, and by sharing your successes and challenges, you contribute to a vibrant and dynamic learning ecosystem.

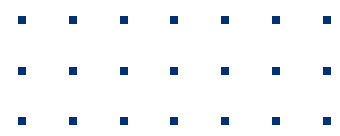
Coaching Toolbox Library



**A comprehensive suite of 20
tools for lifelong learning**

1	Station-based learning: What learning style do I have?
2	Road to Success – visualisation of (learning) success
3	Role play from the educational psychodrama
4	Vision Board
5	Cultural Exchange Roleplay
6	Effort-based or Talent-based Mindset?
7	The Growing Tree
8	Learning Journey Presentation
9	Goal Visualisation
10	SMART Goals Workshop

Coaching Toolbox Library



**A comprehensive suite of 20
tools for lifelong learning**

11	SWOT Analysis
12	Wheel of Life
13	10 Common Things
14	Lie to me
15	The Onion Game
16	Unique Circle
17	Cross Cultural Competence
18	Learning Environment
19	Technology for daily activities
20	Effective Communicaton in Coaching

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

1

1 Description

Station-based learning has several aims, the main one being to support individual learning type(s). Each station focuses on one of Vester's four learning types- visual, auditory, haptic/motor, and communicative. By focusing on the four learning styles, learners are encouraged to discover and use their preferred learning type(s).

2 Objectives

- Self-directed learning: Learners take responsibility for their learning process by orienting themselves independently at the stations and solving the tasks.
- Social interaction and communication: All stations, especially the communicative learning styles station, encourage critical thinking and argumentation in the group.
- Increased motivation: The variety of methods used at each station promotes enjoyment of learning.
- Although the focus is not on nutrition and exercise knowledge, learners gain practical and theoretical knowledge about healthy eating and exercise.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

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

1

4 Assessment options

There is no need for assessment as this is an exercise to find out the learners' preferred learning style.

However, it is important to have a period of reflection together after the station-based learning. In Annex 4 you will find four different symbols, each representing one of the four types of learning. Stick each of them on a blackboard so that they are well visible.

The learners choose a symbol (eye, ear, hand, speech bubble) representing their preferred learning style. The trainer then initiates a group discussion about the experiences at the stations and the importance of lifelong learning.

5 Technical requirements

For station Based Learning a printer is required to print out all the materials needed. The following items are also required for the stations:

1. Visual station: Food pyramid
 - Scissors and glue
2. Auditory station: Podcasts on tips for healthy eating
 - Technical device (smartphone, computer) that can play the audio recording
 - Paper and pencil to note down tips learners hear in the podcast
3. Communicative station: Argumentation round
 - Paper and pencil to write down some arguments.

1 Description

This exercise is suitable for asking learners to reflect on their personal educational biographies and learning achievements. Adult learners have complex educational histories. In the case of low-skilled adults with a migrant background, it is often fraught with negative emotions. However, many are often unaware of their development and learning achievements - a source of insecurity and frustration. It is therefore important to make learning achievements visible.

The focus is on all learning achievements, those that have taken place in an institutionalised setting, but also those that have been achieved in private life or everyday working life.

2 Objectives

- The learner's self-esteem and confidence in their abilities are strengthened and supported
- Visualising learning success at different levels: Learning successes have different and individual meanings. For one learner success may be speaking freely in front of a group, for another it may be learning a foreign language
- Encourage motivation and a sense of achievement by reflecting and on documenting one's progress
- Visualise and celebrate personal and educational milestones

Road to Success – visualisation of (learning) success

2

3 Guide and materials ---

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options ---

There is no need for assessment as this is an individual exercise based on one's educational biography and learning achievements. However, if suitable, give learners the opportunity to share their "road to success" with the group, discussing what each marker means to them. This can inspire others and create a supportive learning environment.

5 Technical requirements ---

There are no special technical requirements, a printer is required to print the template for the learners.

1 Description

Role play is a method in which learners try out and reflect on behavior in defined roles and situations. The situations acted out often reflect a conflict arising from the participants' life situations. Participants take on different perspectives, revealing backgrounds and motives. This leads to alternative courses of action.

2 Objectives

- Development of perception, empathy, flexibility, openness, cooperation, communication, and problem-solving skills.
- The ability to observe oneself and others is strengthened.
- Promotion of action competence
- Promotion of flexibility and creativity through free improvisation in role-play
- Unconscious knowledge is brought to light
- Improve language skills
- Development of confident behavior

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

There is no need for assessment. It is more important to have a reflection phase with all participants at the end of the role play.

5 Technical requirements

There are no special technical requirements, a printer is required to print the template for the learners.

1 Description

A vision board is a visual tool that combines images, photographs, quotations, words and anything else to represent personal goals, dreams and aspirations. It constantly reminds one of what one hopes to achieve, fostering motivation and clarity. Regularly engaging with a vision board allows individuals to stay focused on their goals and be inspired to take action to make their vision a reality.

A vision board is also an excellent method that can be used in lifelong learning contexts. This can increase motivation for lifelong learning, as low-skilled learners with a migrant background in particular can visualise the power of education to achieve their goals.

2 Objectives

- **Clarifying goals**

A vision board is a tool for clarifying and visualising personal goals by making hopes and dreams tangible and visible. It helps learners identify their most important goals and focuses their attention on meaningful areas of priority. This activity helps learners to distinguish what is important to them and brings clarity to their life goals.

- **Increasing motivation**

Vision boards provide ongoing motivation and inspiration. Through positive images and affirmations, learners feel encouraged to pursue their goals. This activity strengthens their sense of purpose by visually connecting them to their ambitions, which promotes motivation in their daily lives.

2 Objectives

- **Encouraging self-reflection**

Vision boards promote self-reflection, encouraging learners to consider what they really want to achieve. The process includes regular reminders to assess progress and revisit goals, encouraging questions such as "How close am I to my goals?" and "Do these goals still reflect my goals?". This practice increases self-awareness and aligns actions with their evolving goals.

- **Boosting self-awareness and shifting mindset**

By choosing images and words, learners reflect on their values, goals, and personal beliefs. Vision boards can reveal areas of self-limiting beliefs and encourage learners to challenge negative self-talk. Surrounding themselves with positive images and affirmations helps to build a constructive mindset that aligns with their aspirations and fosters a proactive attitude towards personal success.

- **Gaining perspective**

Visualising their goals in a structured format allows learners to gain perspective on their journey. This perspective helps them to step back, see the bigger picture and approach their ambitions with a clearer and more strategic mind.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

There is no need for assessment as a vision board is something private and intimate. However, you can encourage learners to share their vision board with their colleagues, but only if they feel comfortable with sharing such private and intimate things. Sharing insights can foster group bonding and mutual support as learners may find common goals and feel inspired by each other's aspirations.

5 Technical requirements

There are no special technical requirements, a printer is required to print the template for the learners.

1 Description

In a cultural exchange roleplay, participants simulate interactions between individuals from different cultural backgrounds to foster understanding, empathy, and communication skills. This activity is versatile and can be tailored for various contexts, such as education, team building, or community integration programs.

Participants assume roles that represent people from different cultural settings. These roles can be based on real-world cultures or hypothetical ones designed to emphasize certain cultural traits, such as communication styles, traditions, or values.

2 Objectives

The learners are able to:

- share cultural experiences in different learning environments.
- explore how different cultures approach greetings, negotiations, or problem-solving.
- practice navigating cultural misunderstandings in a respectful manner.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

To test the effectiveness of the exercise we can rely on the active listening of the participants. The challenges and difficulties that can be encountered in each role-play will be evaluated and ways and solutions to address these challenges will be discussed among all participants.

1. Peer Assessment: participants evaluate each other based on predefined criteria.
2. Facilitator Evaluation: the facilitator observes and provides constructive feedback
3. Group Reflection: participants discuss their experiences post-roleplay, guided by reflective questions:
 - What did they learn about the culture they represented?
 - How did they handle conflicts or misunderstandings?
 - What skills would they apply in real-life situations?

5 Technical requirements

Roleplay activities typically have low technical demands but may vary based on delivery format:

In-Person Roleplay

- Space: A classroom or meeting room with enough space for groups to interact.
- Materials:
 - Role cards or cultural profiles.
 - Flipcharts, whiteboards, or printed guides for scenarios.
- Facilitator Tools: Observation sheets or rubrics.

Effort-based or talent-based mindset?

6

1 Description

This exercise is designed to help participants explore the differences between an effort-based mindset (growth mindset) and a talent-based mindset (fixed mindset). It fosters self-awareness, encourages the development of resilience, and highlights the role of effort, persistence, and learning in achieving success.

It is an exercise based on a list of statements related to the mindset, some based on effort and some based on talent. There are 12 statements and participants have to decide whether these are effort or talent related and rank them in the box.

2 Objectives

To help participants:

- Understand the characteristics of effort-based and talent-based mindsets.
- Reflect on their own mindset and beliefs about abilities and success.
- Practice shifting toward an effort-based mindset.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

Effort-based or talent-based mindset?

6

4 Assessment options

When you have finished placing each statement, check with the facilitator what each one corresponds to and whether everyone has placed them in the correct place. These statements will be discussed and the participants will give their opinion. At the end of the template sheet, there are some questions and phrases that can be used to facilitate the discussion. Moreover, they can all share their stories and learn from each other's experiences.

Encourage learners to share specific instances from their lives where effort led to improvement or success, making the discussion more relatable and impactful.

5 Technical requirements

- Statement list / scenarios (examples provided).
- Pens and paper for participant reflections.

1 Description

"The Growing Tree" is an interactive and reflective activity designed to help participants recognize their existing knowledge and skills, identify challenges, and propose actionable strategies to overcome those challenges. The exercise uses the metaphor of a tree to visually represent growth, obstacles, and solutions.

This activity involves students drawing a leafless tree on a piece of paper or template. Knowledge, skills, challenges and difficulties are discussed and then actions and strategies are proposed. All this is written on sticky notes and distributed around the tree, thus creating a visual image of what has been learned.

2 Objectives

The "Growing Tree" activity aims to achieve several key objectives, promoting personal growth, collaboration, and problem-solving skills.

- Help participants embrace challenges as opportunities for learning and personal development.
- Encourage reflection on existing skills and knowledge while acknowledging obstacles.
- Brainstorm and propose actionable strategies to overcome challenges and achieve growth.
- Build a sense of community by sharing experiences, ideas, and solutions.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

While no formal assessment is required, the facilitator can guide reflective discussions using the following questions:

- What was the most encouraging part of the activity?
- What was the most difficult moment?
- How did you overcome the challenges identified?

Encourage learners to revisit their “trees” after a set period to evaluate their progress and add new leaves or strategies.

5 Technical requirements

- Materials: Sticky notes, paper or a tree template.
- Space: A classroom or workspace for group interaction and brainstorming

1 Description

This activity encourages participants to reflect on their personal learning journeys and present their experiences, challenges, achievements, and future goals to their peers. It promotes self-awareness, communication skills, and mutual understanding while fostering a sense of accomplishment and motivation.

Students create individual presentations about their learning journey in the course. Learners are encouraged to include key milestones, challenges overcome, skills learned, and future learning goals in their presentations. Learners present their work to the class, using visuals (optional) and practicing clear communication skills.

2 Objectives

- **Promote Self-Awareness:** Reflect on personal growth, strengths, and challenges.
- **Enhance Communication Skills:** Practice sharing experiences clearly and confidently.
- **Foster Empathy and Collaboration:** Build connections by understanding others' journeys.
- **Celebrate Achievements:** Recognize and appreciate progress, fostering motivation and pride.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

No assessment needed. The facilitator can ask some reflection questions at the end of each presentation such as:

- What experience during your learning journey had the biggest impact on you? Why?
- What was the most encouraging part?
- What was the most difficult moment?
- How did you overcome it?

Facilitator Observation: evaluate confidence, clarity, and engagement during presentations.

Peer Feedback: encourage participants to share positive feedback and insights with each other.

5 Technical requirements

A laptop and a screen to present the presentations (optional). Paper, markers, and optional presentation tools like a whiteboard or projector.

If one computer per student is not accessible, the facilitator can present the template on a screen to the whole class and have them prepare the presentation on paper.

1 Description

This exercise is designed to help learners develop resilience and coping strategies to overcome obstacles in their learning journey. By using visualisation techniques, learners can create a clear and motivating image of their goals, which can enhance their focus and persistence.

2 Objectives

- Develop resilience and coping strategies.
- Clarify personal goals and maintain motivation.
- Practice mindfulness and visualization to overcome obstacles.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

- **Review Your Visualisation:** Once the template is filled out, take a moment to review and reflect on the visualisation. Consider how this mental image can help maintain motivation and focus.
- **Share and Discuss (Optional):** If in a group setting, learners can share their visualisation with others and discuss their experiences. This can provide additional insights and encouragement.
- **Encourage Regular Use:** Suggest that learners revisit their visualisation regularly to keep their goal in sight and stay motivated.
- **Provide Resources:** Offer additional resources on mindfulness, visualisation, and coping strategies for further exploration.

5 Technical requirements

- **Quiet Space:** A comfortable and quiet place for individual work.
- **Writing Materials:** Pen and paper or a digital device for filling out the template.
- **Breathing Exercise or Meditation App:** Optional, for guided breathing or meditation.

1 Description

This workshop is designed to help learners set clear, actionable goals by using the SMART criteria. By understanding and applying the principles of Specific, Measurable, Achievable, Relevant, and Time-bound goals, learners will be better equipped to outline their objectives and create actionable plans for their personal and professional development.

2 Objectives

- **Learn to Set SMART Goals:** Equip learners with the knowledge to create clear and actionable goals using the SMART criteria—Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Develop Goal-Setting Skills:** Help learners outline their objectives in a structured way, ensuring alignment with their personal and professional development aspirations.
- **Create Action Plans:** Enable learners to break down their goals into manageable steps, assign deadlines, and identify necessary resources for success.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

The SMART Goals Workshop can be assessed by:

- Presentations: Learners present SMART goals and action plans for feedback.
- Template Review: Check completed templates for adherence to SMART criteria.
- Participation: Observe engagement in discussions and activities.
- Reflection: Have learners share insights on using SMART criteria and challenges faced.
- Progress Tracking: (Optional) Periodically review goal implementation and adjustments.

5 Technical requirements

- SMART Goals Handout: A printable or digital guide explaining the SMART criteria.
- Goal-Setting Template: A fill-in-the-blank template for outlining SMART goals.
- Writing Materials: Pens, markers, or digital devices for drafting goals and action plans.
- Flip Chart or Whiteboard: For group discussion and brainstorming.
- Sticky Notes or Index Cards: For individual goal-setting exercises.

1 Description

This self-assessment exercise is designed to help learners identify their unique strengths, weaknesses, opportunities, and threats using the SWOT framework. By reflecting on these aspects, learners can gain insights into their personal and professional development areas, paving the way for strategic planning and growth.

2 Objectives

- **Identify Strengths:** Highlight internal advantages and resources that can be leveraged to achieve goals.
- **Recognize Weaknesses:** Understand internal limitations or areas needing improvement to address challenges effectively.
- **Discover Opportunities:** Pinpoint external factors or trends that can be exploited for growth or success.
- **Assess Threats:** Identify external challenges or risks that could hinder progress or success.
- **Aid Decision-Making:** Provide a clear framework for strategic planning and prioritization of actions.
- **Enhance Strategic Alignment:** Align internal capabilities with external conditions to maximize effectiveness.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

- 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.

5 Technical requirements

- SWOT Analysis Chart: Printable or digital version with four quadrants labeled Strengths, Weaknesses, Opportunities, and Threats.
- Writing Materials: Pen and paper or a digital device for filling out the chart.
- Quiet Space: A comfortable and distraction-free environment for self-assessment.

1 Description

This exercise helps learners evaluate various areas of their life and identify opportunities for lifelong learning and adopting a growth mindset. By assessing satisfaction in key life categories, learners can uncover imbalances and areas for improvement, fostering personal and professional growth.

2 Objectives

- Help participants identify and evaluate key areas of their lives, such as personal growth, relationships, career, and well-being.
- Encourage reflection on imbalances between life areas and guide participants in prioritizing areas that need attention.
- Support participants in defining clear, actionable steps to improve their satisfaction in underdeveloped life areas.
- Provide a framework for ongoing self-assessment and personal development.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

1. Self-Reflection: ask participants to write about their insights after completing the exercise:
 - Which life areas scored the lowest, and why?
 - What specific steps will they take to improve these areas?
 - How did they feel during the process of evaluation?
2. Action Plan Evaluation: Assess the clarity and feasibility of participants' action plans for improving specific life areas.
3. Group Discussion:
 - Facilitate a sharing session where participants discuss their reflections and planned actions.
 - Observe engagement and depth of understanding during discussions.
4. Facilitator Observation: monitor participants during the exercise for signs of critical thinking, engagement, and emotional responses and note how well they articulate their priorities and set goals.
5. Follow-Up Check-Ins: revisit the Wheel of Life after a set period to assess progress and challenges faced in implementing their action plans.

5 Technical requirements

- Wheel of Life Template: Printable or digital version with categories marked.
- Writing Materials: Pen and paper or a digital device for recording responses.
- Quiet Space: A comfortable and distraction-free area for individual work.

1 Description

"10 Common Things" is a social icebreaker activity aimed at fostering collaboration and building connections among adult learners from various backgrounds. Participants are paired or grouped with individuals from different backgrounds or workplaces to discover common interests and experiences, enhancing mutual understanding and camaraderie.

2 Objectives

- Promote interpersonal connections and break down barriers between participants from diverse backgrounds.
- Enhance communication skills through engaging discussions.
- Encourage discovery and appreciation of shared interests and commonalities.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

Assess the outcome by discussing the following aspects:

- What was the most surprising commonality you discovered with your partner/group?
- How did this activity change your perspective or understanding of someone from a different background?
- What did you learn about the importance of communication in discovering shared interests?

5 Technical requirements

- For larger groups, this activity can be turned into a competitive challenge to see which pair/group can find the most things in common within the allotted time.
- To deepen the interaction, participants can be tasked with developing a small project or presentation based on one of their common interests.

1 Description

"Lie to Me" is an engaging and interactive activity designed to enhance communication skills and deepen understanding among peers through storytelling. Participants share personal anecdotes, blending truth and fiction, which encourages active listening and critical thinking as peers try to discern fact from fabrication.

2 Objectives

- Enhance communication skills through storytelling and active listening.
- Foster a deeper understanding and connection among participants.
- Develop critical thinking skills as participants evaluate and deduce the veracity of shared stories.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

Debriefing Questions:

- What strategies did you use to decide which story was a lie?
- How did it feel to share personal stories and see the reactions of your peers?
- What did you learn about your fellow participants through this activity?

5 Technical requirements

- For larger groups, consider breaking into smaller sub-groups to ensure everyone gets a chance to participate without time constraints.
- To add complexity, allow participants to ask questions after each set of stories before guessing the lie, fostering more interaction.

1 Description

The Onion Game is a dynamic group activity designed to explore cultural differences and enhance understanding among participants. This game uses coloured papers with specific questions related to cultural experiences and perceptions. Participants answer questions, then crumple the papers into balls, which are mixed and redistributed. The aim is to guess the original author of the answers by reading and unravelling the layers, much like peeling an onion.

2 Objectives

- Foster a deeper understanding of cultural differences and personal experiences.
- Promote empathy and acceptance among participants from diverse backgrounds.
- Enhance communication skills and encourage active listening.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

Discuss the following aspects:

- What did you learn about your peers through this activity?
- How did it feel to share and discover aspects of different cultures?
- What insights have you gained about cultural misunderstandings and appreciations?

5 Technical requirements

- For larger groups, consider having participants work in smaller clusters to ensure everyone gets a chance to participate fully.
- Adapt the questions to focus on themes relevant to the group's context or current learning topics.

1 Description

Unique Circle - Unique Circle is an engaging classroom activity designed to promote self-awareness and enhance social interaction among students. In this game, participants stand in a circle, and each takes turns sharing a unique fact about themselves. If another participant shares the same trait, the one who disclosed a less unique trait must sit down. The goal is to remain standing as long as possible by revealing distinct and personal aspects of oneself.

2 Objectives

- Enhance self-awareness by reflecting on unique personal traits.
- Foster a supportive classroom environment where students feel valued for their individuality.
- Encourage active listening and interpersonal communication among students.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

You can discuss the activity with participants by asking the following questions:

- What did you find most surprising about the unique traits shared?
- How did it feel to share something personal with the group?
- What did this activity teach you about the value of individual differences?

5 Technical requirements

Variations/Modifications:

- For larger groups, consider having several smaller circles running simultaneously to ensure everyone gets a turn in a reasonable timeframe.
- To make it less competitive, remove the rule of sitting down and instead focus on sharing and discussing unique traits.

1 Description

This activity helps participants explore and develop cross-cultural competence by reflecting on cultural perceptions, stereotypes, and assumptions. Participants use the MindMup platform to create mind maps that visually represent their ideas about cultural aspects of people from different backgrounds.

2 Objectives

1. Develop cross-cultural competence among adults from diverse backgrounds.
2. Promote awareness of cultural stereotypes and their potential impact.
3. Foster mutual understanding and empathy through reflection and discussion.
4. Encourage collaborative learning using digital tools.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

- Participation: Evaluate the active engagement of participants in the mind map creation, sharing, and discussion phases.
- Active Listening: Observe how well participants listen and respond to each other during presentations and discussions.
- Problem-Solving: Assess the group's ability to identify challenges or stereotypes and propose strategies to address them.

5 Technical requirements

- Computers with internet access.
- A screen and speakers for group presentations, if necessary.
- Access to the MindMup platform (<https://www.mindmup.com/>).

1 Description

The "Learning Environment" activity is a creative and collaborative exercise aimed at fostering inclusivity in educational settings. Participants work together to design a 5-minute game that incorporates adaptations for learners with disabilities. The goal is to encourage awareness and empathy while developing practical strategies to ensure that learning environments are accessible to all.

This activity not only highlights the importance of inclusivity but also challenges participants to think critically about barriers to learning and how to overcome them through creative solutions. By designing and presenting their games, participants gain hands-on experience in making learning engaging and inclusive.

2 Objectives

1. Develop the ability to create inclusive and accessible learning environments.
2. Enhance creativity and problem-solving skills by addressing diverse learning needs.
3. Foster empathy and understanding of the challenges faced by individuals with disabilities.
4. Promote collaboration and communication among participants.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

- Effectiveness Testing: Have participants play the designed games and observe how well they accommodate diverse needs.
- Group Discussion: Use feedback from the group to evaluate inclusivity and engagement.
- Facilitator Observation: Assess how well participants worked collaboratively and incorporated accessibility features.

5 Technical requirements

No technical requirements; materials for creating the games can vary based on the group's creativity.

1 Description

This activity introduces participants to various digital tools and apps that can enhance learning, organization, and daily life. Participants explore tools such as Google Drive, Canva, Creately, Genially, Kahoot, and Leens. The activity combines hands-on practice with group discussions about the advantages, challenges, and strategies for integrating technology into their personal and educational routines.

By the end of the activity, participants will develop a personalized plan to incorporate these tools into their learning and daily tasks.

2 Objectives

1. Learners are introduced to a range of digital tools that make their everyday life easier
2. Learners are able to use and integrate technology in everyday activities.
3. Learners will be able to analyse the advantages and disadvantages of specific digital tools.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

To test the effectiveness of the exercise you could ask one or more of the participants to repeat the previous activity by themselves and observe their performance. After each activity, a discussion is facilitated about challenges faced, effective communication strategies, and cultural differences. Some questions for the discussion could be:

- Which tool(s) did you find most intuitive or easy to use? Why?
- Were there any tools you found challenging to use? What made them difficult?
- Have you used any of these tools in your daily life before? If so, how?
- What do you think are the main advantages of using these tools in learning or daily activities?
- What challenges do you foresee when integrating these tools into your daily routines?
- How might cultural or language barriers affect your ability to use these tools effectively?
- What advice would you give to someone new to these tools?

5 Technical requirements

- Computers with internet access.
- A screen and speakers for demonstrations.
- User accounts for platforms like Google Drive, Canva, and Kahoot.

1 Description

Storytelling is the act of conveying events, experiences, or ideas through narratives, often with a clear beginning, middle, and end. It combines facts and emotions to engage an audience, making it a powerful tool for connection, communication, and learning. In educational contexts, storytelling helps to share personal journeys, evoke empathy, and create a shared understanding among participants.

This activity uses storytelling as a tool for learners to share significant moments from their learning journeys. The goal is to foster self-expression and connection while learning and practicing effective communication strategies. The process also highlights the importance of empathy and understanding in coaching, especially within adult education settings.

2 Objectives

By participating in this activity, learners:

1. Develop skills in effective storytelling and communication.
2. Learn to express themselves confidently and empathetically.
3. Enhance their ability to listen actively and provide constructive feedback.

This activity serves as a practical exercise to reinforce communication techniques and foster understanding within a coaching framework, tailored to adult and migrant learners.

3 Guide and materials

In this document (available on the website) you will find a guide on how to use the materials and links to the templates in order to conduct the activities.

4 Assessment options

Assessment involves observing active participation, listening, and discussing challenges within the stories. Feedback questions may explore:

- Engaging or impactful story aspects.
- Effectiveness and clarity of communication.
- Use of body language and emotional conveyance.
- Lessons learned and strategies for improvement.

5 Technical requirements

None are specified, making it accessible without additional tools.

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