



“Incredible Practitioners to empower adults
with disABILITIES through
Education, Employment & Social Entrepreneurship”

”READY4LABOUR MARKET” Manual (R4LMM)

Copyright Statement of the training material

This manual was developed within the framework of the ERASMUS+ project “*ALL IN! Incredible Practitioners to empower adults with disABILITIES through Education, Employment&Social Entrepreneurship*”.

The manual is open and available/free for all learners and any other interested stakeholders.



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INTRODUCTION

“ALL IN! Incredible Practitioners to empower adults with disABILITIES through Education, Employment & Social Entrepreneurship” is a transnational ERASMUS+ project led by the Federation for Accessibility of Romania (FAR) and implemented together with the following institutions:

- National Confederation of Disabled People (NCDP) – Greece
- CENTRO SUPERIOR DE FORMACION EUROPA SUR – Cesur – Spain
- Association of Consultants and Experts in Social Economy (ACE-ES Romania) – Romania
- European Association of Service Providers for Persons with Disabilities (EASPD) – Belgium.

What is the “READY4LABOUR MARKET” Manual (R4LMM)?

It is an Intellectual Output developed by the project consortium, in the framework of the **“ALL IN! Incredible Practitioners to empower adults with disABILITIES through Education, Employment & Social Entrepreneurship”** project that focuses on 3 Soft Skills and 3 Entrepreneurial Skills as TRANSVERSAL and TRANSFERABLE competencies, which facilitate the elimination of the various gaps and educational obstacles that come from knowledge-based learning.

What is the objective of this manual?

It is hoped that with this manual, entities offering employability services, as well as formal & non formal education institutions seeking to incorporate Soft Skills and Entrepreneurial Skills as TRANSVERSAL and TRANSFERABLE competencies into their programs for people with disabilities, will be able to integrate them into their training curriculum and adapt strategies to develop and evaluate them. They will also be able to recognize them and understand their importance for the success of the people with disabilities on labour market and different areas of their life.

Who is it for?

This manual is mainly directed towards adult education practitioners (educators, trainers, mentors, vocational counselors, other experts) for supporting their learners (people with disabilities) to respond to the changing requirements of the labour market in terms of Soft Skills and Entrepreneurial Skills.

How is the manual organized?

The manual consists of 2 main Packs:

- READY Pack 1 focused on Soft Skills – practical models & support tools for personal & professional development of adults with disabilities to be better prepared for jobs.
- READY Pack 2 focused on Entrepreneurial Skills – practical models & support tools for stimulating entrepreneurial mindset & skills of adults with disabilities as “change makers”.



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PACK 1 contains 3 of the most important Soft Skills highly valued on job market:

- ✓ [Problem Solving](#)
- ✓ [Positive Attitude](#)
- ✓ [Teamwork](#).

What are Soft Skills?

There are several definitions of Soft Skills, but for this manual they are understood as the knowledge or understanding, attitudes, and abilities required to handle and contribute to the different areas of an individual's life: personal, social, and work. Acquiring these competencies will contribute to adults with disabilities employability and the impact that it has on their social inclusion, the possibility of them achieving personal development and improving their professional life.

Soft skills are the personal attributes, personality traits, inherent social cues, and communication abilities needed for success on the job. Soft skills characterize how a person interacts in his or her relationships with others.

Unlike **hard skills** that are learned, soft skills are similar to emotions or insights that allow people to “read” others. These are much harder to learn, at least in a traditional training context.

Many adults with disabilities lack important skills and qualities that they need to help them be successful at work and learning.

In this manual they are characterized as “skills” in order to emphasize the fact that they can be learned/developed by suitable training efforts, and they can also be combined, towards the achievement of complex outcomes.

PACK 2 contains 3 of the most important Entrepreneurial Skills considered as “enterprising” capacities and associated with entrepreneurial success:

- ✓ [Passion](#)
- ✓ [Self Confidence](#)
- ✓ [Open Mind](#)

skills that are important for self-employment creation, but also for responding to changing labour market demands and for encouraging disabled adults to find new ideas and ways of doing things as “change makers” in their communities or groups.

What are entrepreneurial skills?

What constitutes entrepreneurship skills has been the subject of much discussion. Unlike other important economic skills, entrepreneurial skills are not related to a specific occupation, discipline or qualification.

An entrepreneur can be defined the one who organizes, manages and assumes the need of a business enterprise. It can be defined as a person who have decided to take control of his/her future and becomes



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self employed whether by creating his/her own unique business or working as a member of a team at a multi level vocation. He/she is a person who has possession of an enterprise or venture and assumes significant accountability for the inherent risks and the outcome.

Formal descriptions/definitions characterize entrepreneurial skills as ability to have **self-belief**, boldness, tenacity, **passionate**, empathy, readiness and **open mind** to take expert advice, desire for immediate result, visionary and ability to recognize opportunity.

Adult education practitioners find in PACK 1&PACK 2 resources, methods and tools to stimulate these abilities so important also for adults with disabilities helping them to turn Disability into Successful Actions in life&work.

Is there a need of inclusive training strategies?

Successful adult education practitioners must recognize that disability is an aspect of diversity, and should be prepared to support learners from different backgrounds, cultures, and educational environments. Furthermore, they should understand that people with disabilities might learn in different ways.

- *Get people with disabilities “doing” in addition to listening.* Whether it is a group exercise, using a role play activity, or an individual paper and pencil exercise such as journaling or drawing, creating lessons that engage different learning styles and engage these adults in a variety of ways allows everyone to access&practice the skills.
- *Repetition, repetition, repetition.* It often takes repeated exposure to something before we remember it. Taking extra time to reinforce earlier topics in the context of the new ideas being discussed will help these adults retain the important lessons and skills needed to be successfully employed. A trainer can be creative in the ways he/she repeat concepts or emphasize a point: when the concept is considered again, offer it from a different point of view or when the concept/skill is demonstrated again, use a different exercise.
- *Excitement is contagious.* Demonstrating honesty, authenticity, and excitement for working with people with disabilities can often inspire the same qualities within the adults themselves as they engage with these skills. Trainer passion and energy are infectious. As an adult education practitioner, it is important that he/she find ways to maintain the passion and excitement and recharge when necessary.
- *Presume competence and instill confidence.* Providing people with disabilities with confidence and an opportunity to succeed is one of the best gifts a trainer can give. Have high expectations for all and help them to realize their potential as trainer supports them to become independent decision-makers for their personal&professional future.



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- *Taking time to get to know the learners.* Trainer should talk with all learners openly about strengths and weaknesses. Asking them to think about how they learn best and what they might need from training to facilitate their success. When a trainer prepare to use these lessons remember – one size does not fit all.
- *Stepping out of preferred method of teaching.* To meet the people with disabilities’ needs, trainer should try to give up the personal comfort zone and use a variety of instructional approaches such as: discussions, PowerPoint presentations, inquiry-based instruction, hands-on experiments, project/problem-based learning, or computer-aided instruction. These Packs are designed to provide a variety of ways. Trainers are encouraged to adapt activities to meet the needs of each group.
- *Providing accommodations.* Whatever teaching or training strategies trainer put into place, there will be learners who will require accommodations. Making accommodations benefits not only the intended recipient but also other group participants. Any adjustments or adaptations should be targeted specifically to the area of difficulty or functional limitation the individual is experiencing.



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A 3D graphic element consisting of a purple rectangular block with a blue shadow, partially overlapping a teal rectangular block.

PACK 1



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PROBLEM SOLVING

Problem solving refers to the ability to use knowledge, facts, and data to effectively solve problems. This doesn't mean someone needs to have an immediate answer, it means he/she has to be able to think on own feet, assesses problems and finds solutions.

The ability to develop a well thought out solution within a reasonable time frame, however, is a skill that is valued greatly on labour market.

When things go wrong, people with disabilities can either complain or act. Thus, knowing the way to think soberly under pressure makes one a big asset to any person. A sure way to gain success in a career is to learn how to take the initiative and to confront issues calmly.

How to get it: When new issues crop up, people with disabilities should try and think through them with the aim of coming up with ideas to address them.



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Lesson Plan

Topic: **PROBLEM SOLVING**

Time estimation/duration of training session: 120 minutes

KEY LEARNING AREA:

1. Soft Skills

2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- ✓ learn how to recognize and identify problems and managing their own reactions in front of adversity and obstacles
- ✓ develop problem solving abilities: how to tackle any issue with a logical process.; to focus on the right problem; to generate a range of options; to learn from own mistakes... and own successes
- ✓ practice a wide range of practical methods&techniques for solve problems.

LESSON STRUCTURE:

Introduction/Activity 1:

So, what's a problem? It can mean a lot of things...

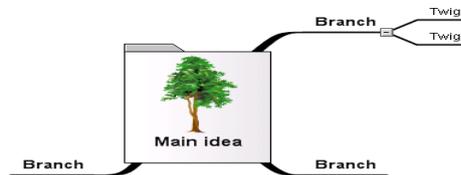
And why Problem Solving?

Activity 1: each participant is invited to instantly find a word that could define / replace the word "problem" in his/her understanding. All the words are written down on flipchart so could be seen by everyone.

Then teams of 4 persons use Mind Mapping method to break the central concept of "problem" into secondary and tertiary concepts in accordance with these steps:



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- The main idea, subject or focus is crystallized in a central image on a large paper sheet. It is "problem"
- The main themes radiate from the central image as "branches"
- The branches comprise a key image or key word drawn or printed on its associated line
- Topics of lesser importance are represented as "twigs" of the relevant branch
- The branches form a connected nodal structure.

“You can have a problem that’s too big for anybody’s mind, but if you break off a piece of it, it’s more manageable” – Jonathan Bendor.

Main part/Activity 2:

Problem Solving Process/Methods

- ✓ Challenges are an inevitable part of people existence
- ✓ the question is: how does everyone choose to deal with those challenges?
- ✓ calmly approaching of an issue and go about solving it in a rational manner
- ✓ or allowing it to interfere with daily life?

There are many Problem Solving Processes:

SARA

ADAPT

DO IT

Activity 2:

Game "Focus on OUR solutions!":

- phase one: participants are divided in 3 groups of 4-5 persons. Based on discussions, each team makes a list of at least 5 real issues faced by team members. Then, through negotiation, they choose a problem to find a proper solution.
- phase two: each team will use a different approach for solving the chosen problem. The first team will use SARA, the second ADAPT team and the third team will use DO IT!

Finally, each group presents the solution to other groups.



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Main part/Activity 3:

- ✓ Community Problem Solving **as a foundation for social entrepreneurship**
- ✓ Inventory of community problems – as a source of social business ideas

Some questions are being asked to the participants:

- Are you trying to find a job but finding it difficult to get the experience you need?
- Do you notice young people with disabilities have no place to live in your area?
- Do you notice children have little to do for relaxation in the neighborhood?
- Have you experienced something upsetting or challenging and found there is little support to help you get through? All these are community problems.

Activity 3:

Exercise – “Our inventory of complaints” – see the worksheet.

After a short session of discussion on these questions above, participants work on inventory in pair as a good way of scanning their community problems.

Closure/Activity 4:

Awareness short debate on:

- ✓ Importance of such skill in different areas
- ✓ The opportunity to develop a social business as an answer to problems&needs in community
- ✓ Contribution that they can make in the lives of others

Activity 4 – “If you had to explain to your friend ...” - in groups of two or three participants - they are asked to talk:

“If you had to explain to a friend of yours why he/she would deserve to participate in such a training, what would you say ...”?

This exercise helps participants distinguish the most important and relevant things about how to use Problem Solving skill in daily activities&work and what they can do to overcome problems and obstacles in a constructive manner.

Resources

- video projector, laptop
- flip chart
- sheets of paper of different sizes
- post it
- worksheets
- additional support tools as they are described in Syntethic sheet



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ASSESSMENT

It will be used an Evaluation Sentence Completion Worksheet¹:

1. The most important things I have understood today about the Problem Solving are: ...
2. The benefits brought to my life by using an optimal approach to any obstacle or challenge are: ...
3. I felt empowered by activities/exercises because:

REFLECTION&CALL TO ACTION

Each participant is asked to write&sign a page as "Intention/Commitment Sheet":

- ✓ 1 major thing he/she learned in the activity;
- ✓ 1 thing he/she undertakes to practice on a regular basis;
- ✓ 1 specific action he/she will do in the coming days.

For PPT Ctrl+click here:



For Additional tools Ctrl+click here:



¹ It will be completed by each participant in the training



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ACTIVITIES WORKSHEETS:

Worksheet – Activity 3

Key Questions	Complaints/Problems in community	Your solution as an idea of social business
What's bothering you / your friends lately?	E.g: Many young people with disabilities have no place to live	Develop a youth rental service or see: http://www.roomfortea.com
What lasts too long, what does it take too much of people time?	For example: obtaining documents - licenses, permits, certificates	
What are more people lately complaining about?	For example: couples have no where to leave pets when they go on vacation	
What is thrown in your community / in your neighborhood	For example - many restaurants throw away food	
What's too complicated? Too expensive?	For example: Printed books are expensive for low-income people	



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Lesson Plan

Topic: PROBLEM SOLVING

Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants:

- Have a more positive and decisive attitude.
- Be able to solve and face daily challenges.
- Be able to explain what they did to solve a particular problem, how they approached it and how they got involved.
- Be able to share the solution with the rest of the team.
- Acquire ability to persuade and negotiate for the individual and general benefit.
- Acquire analytical and negotiating capacities, problem-solving skills and professionalism.
- Express their views firmly but without negative or aggressive attitudes.
- Express themselves before criticisms or consequences that they don't consider deserved, asking the person from whom they come.
- In conflict situations, they will seek, when possible, to reconcile positions and reach agreements satisfactory to all parties.



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LESSON STRUCTURE:

Introduction/Activity 1: *Barnga. A game about how to face conflicts*

The purpose of this activity is to understand the other participants and resolve the conflict which is caused by the own rules of the game. Players learn that they must understand and reconcile these differences if they want to function effectively in a group.

Materials: One set of 28 cards: Ace, 2, 3, 4, 5, 6, and 7 in each suit.

Directions: Set up (approximately) 6 tables (about 4 people per table), depending on the number of people in class. On each table there should be a copy of the rules for that table per player plus a deck of cards (use only A-7, no other cards). To start, let the participants play **for 10 minutes** with the rules and with talking allowed. Next, everything is removed from the playing tables. Play continues **for 5 minutes** with everyone at his own table. From now, talking is prohibited.

After allowing a few rounds without talking at the home table, participants must switch tables—the person who won the most tricks moves clockwise to the next table, the person who loses the most tricks moves counter-clockwise to the next table. What the players do not know is that each table has learned a different set of rules. This last phase also lasts **5 minutes**.

The rules: Depending on the number of players, rule sheets can be altered or discarded for the number of tables being used. Some samples of rules are as follows:

- Table 1: Ace low, spades trump
- Table 2: Ace low, diamonds trump
- Table 3: Ace low, no trump
- Table 4: Ace high, spades trump
- Table 5: Ace high, no trump
- Table 6: Ace high, spades trump

In all cases, other cards will be worth face value—7 high, 2 low.

Each table shares the following rules:

- Players are dealt 5 cards each.
- Whoever wins the most tricks will move clockwise to the next table.
- Whoever loses the most tricks will move counter clockwise to the next table.
- Everyone else stays at the same table.
- Ties are resolved by paper rock scissors.
- Each round will be about 5 minutes long (longer if time allows) and each round will consist



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any number of games that the time allows.

- After the initial round, players will not be allowed to see the rules or speak to each other. Gestures and pictures are allowed, but players are not allowed to use words.
- The game “winner” will be the person who has won the most tricks in total. (Of course, once game play starts, winning will likely take a back seat to trying to figure out what everyone else is doing, as they are playing by different rules).
- The dealer can be anyone at the table, the person who plays first will be to the right of the dealer.
- The first player for each trick may play any suit. All other players must follow suit (play a card of the same suit). For each round, each player plays one card.
- If a player does not have that suit, a card of any suit must be played. The person with the HIGHEST card of the ORIGINAL suit (players will begin to become confused when some players believe their card is trump, and others disagree or contradict this).

Conclusion: After playing a number of rounds participants should be aware that they were playing by different rules, and the following questions should be discussed. Participants can stay in the last group they were in, or return to their home groups at the teacher’s discretion.

Journaling Activity: if you could describe the game in one word, what would it be? What did you expect at the beginning of the game? When did you realize that something was wrong? How did you deal with it? How did not being able to speak contribute to what you were feeling?

Main part/Activity 2: Problem Solving on a Team

The purpose of this activity is to have participants explore how effective teams might address problems that occur among its members.

Materials: A list of 10 different situations where the action of one team member is interfering with the team’s success.

What would you say to or do about a team member in the following situations?

1. *Is always late.*
2. *Whispers to others or starts side conversations during discussions.*
3. *Gets upset when his/her recommendations are not followed.*
4. *Hogs the conversation/discussion.*
5. *Leaves before the job/work is done.*
6. *Constantly tells jokes and gets people off track.*
7. *Refuses to work with another “certain” team member.*
8. *Won’t share in the leadership role.*
9. *Falls asleep.*
10. *Just sits there.*



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Directions: Divide a large group into smaller groups. Have participants act out or create a skit for each situation – providing both positive and negative alternatives for working through and solving each problem. Participants should take turns being the “difficult” team member. Participants can compare skits and responses and, ultimately, decide (as a larger group) on the best way(s) to handle each situation.

Main part/Activity 3: Perception vs. Reality

Perception is one’s ability to see, hear, or become aware of something through our senses. It is a way of understanding or interpreting something. Sometimes the way we perceive the actions or statements of those around us may or may not reflect what is actually intended. This is generally due to our previous life experiences and/or what we believe. The purpose of this activity is to get participants to reflect on and consider different perceptions and how to be proactive in making decisions based on those perceptions.

Materials: See text below

Directions: Read the following short paragraphs aloud.

1. Bob’s daughter is on the basketball team, but she doesn’t get to play much. His daughter works hard and never complains, but Bob believes this is yet another injustice in his life and his daughter is not getting a fair shake. Bob becomes annoyed and irritated. He angrily confronts the coach, embarrassing his daughter.

2. John’s daughter is on the basketball team, but she doesn’t get to play much. His daughter works hard and never complains. John believes that the coach wants to win and most likely plays the girls that will help him reach that goal. John feels proud of his daughter’s commitment to the team despite not getting to play very much. John offers to help his daughter improve her basketball skills.

- Is there any difference in the events as they were described?
- What is the critical factor in the different ways each person reacted?
- Why might each person perceive the situation differently?

Note that Bob believed the coach’s actions were totally unfair – and John believed the coach was generally fair.

Closure/Activity 4: Tell Me About a Time When...

Thinking on your feet is an important part of getting and keeping a job. Interviewers will often ask “behavioral” questions in addition to technical questions about actual job skills. Often times, these open-ended questions will begin with, “Tell me about a time when...” Being prepared for these types of questions – and having a plan for answering them – is an important skill. The purpose of this lesson is to introduce a strategy that participants can use to answer these types of questions calmly and effectively.



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Time:

Materials: A list of situations (one for each participant).

TELL ME ABOUT A TIME WHEN YOU:

- *...did not agree with a teacher or supervisor? How did you handle the situation?*
- *...were able to use persuasion to successfully convince someone to see things your way.*
- *...were faced with a stressful situation that demonstrated your coping skills.*
- *...used good judgment and logic to solve a problem.*
- *...set a goal and were able to meet or achieve it.*
- *...had to conform to a policy with which you did not agree.*
- *...had too many things to do and were required to prioritize your tasks.*
- *...were able to successfully deal with another person even when that individual may not have personally liked you (or vice versa).*
- *...tried to accomplish something and failed.*
- *...had to deal with a very upset customer or co-worker.*
- *...you motivated others*

Directions: There is a strategy to use called STAR to help guide you through the process of answering these questions in a clear and complete way.

Situation (or Task): Describe the situation that you were in or the task that needed to be accomplished. Be specific and give enough detail so that the interviewer understands. The situation could be from a previous job, a volunteer experience, school, or another relevant environment.

Action you took: Describe the action you took. Be sure to keep the focus on you! Even if you're discussing a group project or effort, talk about what YOU did – not the efforts of the entire team. Don't say what you might do or what you might have done. Say what you DID.

Results you achieved: What happened? How did the event end? What did you accomplish? What did you learn?

Resources

- A computer and a projector to view videos of different situations which the participants have to discuss.
- A notebook and a pen to take notes.
- Cards with situations prepared for the development of the activities.
- A whiteboard.



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- Books to work concepts.
- Materials adapted to the needs of the participants.
- Instructions for the Barnga game (different versions depending on the number of player groups)
- Set of playing cards

ASSESSMENT

- In Activity 1, participants will be assessed depending on their reaction while facing the “conflict” created by the different rules of the game. The more positive attitude participants show, the better evaluation on the activity they will get.
- In Activity 2, participants will be evaluated according to their ability to work in teams. This activity will be passed by those groups which get five of the ten cases right. It will be assessed positively that participants know how to play the different roles and that learners are capable of justify their answers as a group.
- In Activity 3, participants will be assessed according to their ability to reason their responses. This activity will be passed by participants who know how to argue two of the three questions. It will also be taken into account that participants make their decisions based on their perceptions and their capacity of reflection and understanding before different situations.
- In Activity 4, participants will be evaluated according to their ability to react quickly. This activity will be passed by those participants who give six answers of the eleven cases in a coherent manner and in the shortest possible time. It will also look that responses are clear and complete.

REFLECTION&CALL TO ACTION

- The participation in class will be taken into account in the evaluation.
- Educators will insist on there’s nothing wrong with making mistakes and they will encourage participants to participate in the activities.
- Educators will seek to promote creativity asking participants for tasks in which they apply the knowledge gained into practice.
- Educators will help participants to create a critical thinking.
- Educators will ask participants to summarize in a paper done in groups of four everything learned through the four activities carried out.
- Educators will encourage participants to implement learned outcomes after this lesson into their real situations life.

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ACTIVITIES WORKSHEETS:

Activity 1 – Barnga Instructions

TABLE 1

Cards	Only 28 cards are used: Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card.
Players	Usually 4-6; sometimes varies.
Deal	The dealer shuffles the cards and deals them one at a time. Each player receives 5 cards, (or some other amount, depending on the number of players).
Start	The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card. The cards played (one from each player) constitute a trick. For the last trick, there may not be enough cards for everyone to play.
Winning Tricks	When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.
Continuation	The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.
Following Suit	The first player for each Round may play any suit. All other players must follow suit (this means that you have to play a card of the same suit as the first card). If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit.
Trumps	In this game, spades are trumps. If you do not have a card of the first suit, you may play a spade. This is called trumping. You win the trick even if the spade you played is a low card. However, some other player may also play a trump (because <i>he/she</i> does not have a card of the first suit). In this case, the highest trump wins the trick.
End/Win	Game ends when all cards have been played. The player who has won the most tricks wins the game.

ace♠♥ low ♣♦ace



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TABLE 2

Cards	Only 28 cards are used: Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card.
Players	Usually 4-6; sometimes varies.
Deal	The dealer shuffles the cards and deals them one at a time. Each player receives 5 cards, (or some other amount, depending on the number of players).
Start	The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card. The cards played (one from each player) constitute a trick. For the last trick, there may not be enough cards for everyone to play.
Winning Tricks	When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.
Continuation	The winner of the trick leads the next Round which is played as before. The procedure is repeated until all cards have been played.
Following Suit	The first player for each Round may play any suit. All other players must follow suit (this means that you have to play a card of the same suit as the first card). If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit.
Trumps	In this game, diamonds are trumps. If you do not have a card of the first suit, you may play a diamond. This is called trumping. You win the trick even if the diamond you played is a low card. However, some other player may also play a trump (because <i>he/she</i> does not have a card of the first suit). In this case, the highest trump wins the trick.
End/Win	Game ends when all cards have been played. The player who has won the most tricks wins the game.

ace♦♠ low ♥♣ace



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TABLE 3

Cards	Only 28 cards are used: Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the lowest card.
Players	Usually 4-6; sometimes varies.
Deal	The dealer shuffles the cards and deals them one at a time. Each player receives 5 cards, (or some other amount, depending on the number of players).
Start	The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card. The cards played (one from each player) constitute a trick. For the last trick, there may not be enough cards for everyone to play.
Winning Tricks	When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.
Continuation	The winner of the trick leads the next Round which is played as before. The procedure is repeated until all cards have been played.
Following Suit	The first player for each Round may play any suit. All other players must follow suit (this means that you have to play a card of the same suit as the first card). If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit.
Trumps	No trumps.
End/Win	Game ends when all cards have been played. The player who has won the most tricks wins the game.

ace♥♣ low ♦♠ace



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TABLE 4

Cards	Only 28 cards are used: Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the highest card.
Players	Usually 4-6; sometimes varies.
Deal	The dealer shuffles the cards and deals them one at a time. Each player receives 5 cards, (or some other amount, depending on the number of players).
Start	The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card. The cards played (one from each player) constitute a trick. For the last trick, there may not be enough cards for everyone to play.
Winning Tricks	When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.
Continuation	The winner of the trick leads the next Round which is played as before. The procedure is repeated until all cards have been played.
Following Suit	The first player for each Round may play any suit. All other players must follow suit (this means that you have to play a card of the same suit as the first card). If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit.
Trumps	In this game, spades are trumps. You may play a spade anytime you want to -even if you have a card of the first suit. This is called trumping. You win the trick even if the spade you played is a low card. However, some other player may also play a trump. In this case, the highest trump wins the trick.
End/Win	Game ends when all cards have been played. The player who has won the most tricks wins the game.

ace♠♥ high ♣♦ace



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TABLE 5

Cards	Only 28 cards are used: Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the highest card.
Players	Usually 4-6; sometimes varies.
Deal	The dealer shuffles the cards and deals them one at a time. Each player receives 5 cards, (or some other amount, depending on the number of players).
Start	The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card. The cards played (one from each player) constitute a trick. For the last trick, there may not be enough cards for everyone to play.
Winning Tricks	When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.
Continuation	The winner of the trick leads the next Round which is played as before. The procedure is repeated until all cards have been played.
Following Suit	The first player for each Round may play any suit. All other players must follow suit (this means that you have to play a card of the same suit as the first card). If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit.
Trumps	No trumps.
End/Win	Game ends when all cards have been played. The player who has won the most tricks wins the game.

ace♥♣ high ♦♠ace



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TABLE 6

Cards	Only 28 cards are used: Ace, 2, 3, 4, 5, 6, and 7 in each suit. Ace is the highest card.
Players	Usually 4-6; sometimes varies.
Deal	The dealer shuffles the cards and deals them one at a time. Each player receives 5 cards, (or some other amount, depending on the number of players).
Start	The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card. The cards played (one from each player) constitute a trick. For the last trick, there may not be enough cards for everyone to play.
Winning Tricks	When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile. When each player has played a card, the highest card wins the trick. The one who played this card gathers up the trick and puts it face down in a pile.
Continuation	The winner of the trick leads the next Round which is played as before. The procedure is repeated until all cards have been played.
Following Suit	The first player for each Round may play any suit. All other players must follow suit (this means that you have to play a card of the same suit as the first card). If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit.
Trumps	In this game, spades are trumps. If you do not have a card of the first suit, you may play a spade. This is called trumping. You win the trick even if the spade you played is a low card. However, some other player may also play a trump (because <i>s/he</i> does not have a card of the first suit). In this case, the highest trump wins the trick.
End/Win	Game ends when all cards have been played. The player who has won the most tricks wins the game.

ace♠♦ high ♥♣ace



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Lesson Plan

Topic: PROBLEM SOLVING

Time estimation/duration of training session: 150 minutes

KEY LEARNING AREA:

1. Soft Skills

2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- understand the roles of collaboration, risk-taking, multi-disciplinary awareness, and the imagination in achieving creative responses to problems.
- identify their strengths
- built their skills and strategies
- identify a problem
- reveal the reasons for its occurrence
- think about the problem-solving process
- generate of ideas
- learn ways for choosing the best solution
- be more active



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LESSON STRUCTURE:

Introduction/Activity 1: Define the Problem /40-20-10-5

This problem solving activity helps the participants to phrase and understand the problem they are trying to solve.

Example: (Starting at 10 words) “I want to open up this jar of peanut butter.” -> “Open this peanut butter jar.”

What You'll Need:

- ✓ Sheets of paper and pens.
- ✓ A private room.

Instructions

1. Ask team members to think a speculative or real problem
2. Ask team members to explain their problem in up to 40 words one by one. Then cut it down to 20 words; then to 10, then finally to only 5 words. These 5 words are the root of your problem (and likely the root of your solution as well).

Main part/Activity 2: Exercise 1: Lost at Sea²

This activity builds problem-solving skills as team members analyze information, negotiate and cooperate with one another. It also encourages them to listen and to think about the way they make decisions.

In this activity, participants must pretend that they've been shipwrecked and are stranded in a life boat. Each team has a box of matches, and a number of items that they've salvaged from the sinking ship. Members must agree which items are most important for their survival.

Tip: Print the team building exercises worksheet (see below) to help you with this exercise.



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What You'll Need:

- ✓ Up to five people in each group.
- ✓ A large, private room.
- ✓ A "lost at sea" ranking chart for each team member. This should comprise six columns. The first simply lists each item (see below). The second is empty so that each team member can rank the items. The third is for group rankings. The fourth is for the "correct" rankings, which are revealed at the end of the exercise. And the fifth and sixth are for the team to enter the difference between their individual and correct score, and the team and correct rankings, respectively.
- ✓ The items to be ranked are: a mosquito net, a can of petrol, a water container, a shaving mirror, a sextant, emergency rations, a sea chart, a floating seat or cushion, a rope, some chocolate bars, a waterproof sheet, a fishing rod, shark repellent, a bottle of rum, and a VHF radio. These can be listed in the ranking chart or displayed on a whiteboard, or both.
- ✓ The experience can be made more fun by having some lost-at-sea props in the room.

Instructions

1. Divide participants into their teams, and provide everyone with a ranking sheet.
2. Ask team members to take 10 minutes on their own to rank the items in order of importance. They should do this in the second column of their sheet.
3. Give the teams a further 10 minutes to confer and decide on their group rankings. Once agreed, they should list them in the third column of their sheets.
4. Ask each group to compare their individual rankings with their collective ones, and consider why any scores differ. Did anyone change their mind about their own rankings during the team discussions? How much were people influenced by the group conversation?
5. Now read out the "correct" order, collated by the experts at the Coast Guard (from most to least important):
 - Shaving mirror. (One of your most powerful tools, because you can use it to signal your location by reflecting the sun.)
 - Can of petrol. (Again, potentially vital for signalling as petrol floats on water and can be lit by your matches.)
 - Water container. (Essential for collecting water to restore your lost fluids.)
 - Emergency rations. (Valuable for basic food intake.)
 - Plastic sheet. (Could be used for shelter, or to collect rainwater.)
 - Chocolate bars. (A handy food supply.)
 - Fishing rod. (Potentially useful, but there is no guarantee that you're able to catch fish. Could also feasibly double as a tent pole.)



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- Rope. (Handy for tying equipment together, but not necessarily vital for survival.)
- Floating seat or cushion. (Useful as a life preserver.)
- Shark repellent. (Potentially important when in the water.)
- Bottle of rum. (Could be useful as an antiseptic for treating injuries, but will only dehydrate you if you drink it.)
- Radio. (Chances are that you're out of range of any signal, anyway.)
- Sea chart. (Worthless without navigational equipment.)
- Mosquito net. (Assuming that you've been shipwrecked in the Atlantic, where there are no mosquitoes, this is pretty much useless.)
- Sextant. (Impractical without relevant tables or a chronometer.)
- Advice for the Facilitator
- The ideal scenario is for teams to arrive at a consensus decision where everyone's opinion is heard. However, that doesn't always happen naturally: assertive people tend to get the most attention. Less forthright team members can often feel intimidated and don't always speak up, particularly when their ideas are different from the popular view. Where discussions are one-sided, draw quieter people in so that everyone is involved, but explain why you're doing this, so that people learn from it.

Advice for the Facilitator

The ideal scenario is for teams to arrive at a consensus decision where everyone's opinion is heard. However, that doesn't always happen naturally: assertive people tend to get the most attention. Less forthright team members can often feel intimidated and don't always speak up, particularly when their ideas are different from the popular view. Where discussions are one-sided, draw quieter people in so that everyone is involved, but explain why you're doing this, so that people learn from it.

After everyone has finished the exercise, invite your teams to evaluate the process to draw out their experiences. For example, ask them what the main differences between individual, team and official rankings were, and why. This will provoke discussion about how teams arrive at decisions, which will make people think about the skills they must use in future team scenarios, such as listening , negotiating and decision-making skills, as well as creativity skills for thinking "outside the box."

Main part/Activity 3: Create Your Own

In this exercise, teams must create their own, brand new, problem-solving activity.

This game encourages participants to think about the problem-solving process. It builds skills such



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as creativity, negotiation and decision making, as well as communication and time management. After the activity, teams should be better equipped to work together, and to think on their feet.

What You'll Need

- ✓ Ideally four or five people in each team.
- ✓ A private room.
- ✓ Sheets of paper, pens and flip charts.

Instructions

1. Announce to the participants that, rather than spending their time on a problem-solving team building activity but they must design an original one of their own.
2. Divide participants into teams and tell them that they have to create a new problem-solving team building activity that will work well in their organization. The activity must not be one that they have already participated in or heard of.
3. After 50 minutes, each team must present their new activity to everyone else and outline its key benefits.

Advice for the Facilitator

There are four basic steps in problem solving: defining the problem, generating solutions, evaluating and selecting solutions, and implementing solutions. Help your team to think creatively at each stage by getting them to consider a wide range of options. If ideas run dry, introduce an alternative brainstorming technique, such as brainwriting. This allows your people to develop one others' ideas, while everyone has an equal chance to contribute.

After the presentations, encourage teams to discuss the different decision-making processes they followed. You might ask them how they communicated and managed their time. Another question could be about how they kept their discussion focused. And to round up, you might ask them whether they would have changed their approach after hearing the other teams' presentations.

Closure/Activity 4: A Shrinking Vessel

This activity builds problem-solving skills through adaptability which is important for problem solving in a team. Adaptability is highly associated with cognitive diversity, which helps teams solve problems faster.

The team must work together to occupy a space that shrinks over time until there is no more room between the individuals in the group.



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What You'll Need

- ✓ A rope or string
- ✓ A private room

Instructions

1. Using the rope, make a shape on the floor everyone can fit into.
2. Slowly shrink the space over a time period of 5 minutes.
3. Work together to figure out how to keep everyone within the shrinking boundaries.

Advice for the Facilitator

After the end of activity you might ask them about their feelings, opinion etc.

For example: How did they feel? What they did well and what they could do better? What was the most challenging? What did you learn? How you can apply in your work?

Resources

- Sheets of paper, pens and flip charts
- A private room
- A rope or string
- Printed worksheets
- A computer and a projector.

ASSESSMENT

- The facilitator will make an ongoing evaluation during each activity based on the following skills of participants: creativity, communication, team spirit, emotional intelligence, decision making, risk and conflict management.
- Moreover, each participant will fill out an evaluation form which will include the following questions:
 - ✓ How useful was the lesson?
 - ✓ What skills did you learn?
 - ✓ What was the most challenging?
 - ✓ Could you apply these knowledges in your work?
 - ✓ Do you believe this lesson will be useful in the future for other session?



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REFLECTION&CALL TO ACTION

- Facilitator will try to develop a competency and skill sets in the participants in order to perform them effectively and efficiently in the work place.
- Facilitator will communicate to the participants about what is expected out of training in a simple and professional way.
- Facilitator will promote communication and creativity among all.
- Facilitators will empower the participants.
- Facilitators will ensure that each participant be active.
- Facilitator will control possible conflict situations.
- Facilitator will reformulate ideas regularly, clearly stated, accent the points of convergence and divergence between the participants, seeking to reach in the objectives of activities.
- Facilitators will reformulate everything that was produced by the team, during the discussion and the development of activities, in order to reach the objectives initially set.
- Facilitator will ask participants to present in groups the gained knowledge ensuring that everyone will implement learned outcomes.

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For Additional tools Ctrl+click here:





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ACTIVITIES WORKSHEETS:

Activity 2 – Lost at Sea Ranking Chart

Item	Step1	Step 2	Step 3	Step 4	Step 5
	Your Individual Ranking	Your Group Ranking	Coast Guard Ranking	Difference Between Step 1 & 3	Difference Between Step 2 & 3
A mosquito net					
A can of petrol					
A water container					
A shaving mirror					
A sextant					
Emergency rations					
A sea chart					
A floating seat of cushion					
A rope					
Some chocolate bars					
A waterproof sheet					
A fishing rod					
Shark repellent					
A bottle of rum					
A VHF radio					
			Totals	Your Score	Team Score



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Lesson Plan

Topic: PROBLEM SOLVING

Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

- 1. Soft Skills
- 2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- learn more about self-esteem
- communication,
- positive attitude toward one's own person
- develop self-awareness and self-esteem
- identify the defining elements of one's own personality
- asertivity increasing
- self-concept and accessibility
- problem solving team

LESSON STRUCTURE:

Introduction/Activity 1:

The trainer asks questions on the personal behaviour inventory. Each of us will adapt according to everyone expectations.

The trainer will ask the participant to carefully read each phrase and mark how much he/she agrees with it, by using the scale below - the personal behaviour inventory.

The following statements describe people's opinion of themselves and of others. Read carefully each statement, then mark out how much you agree or not, using the scale below:



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1. Very agree
2. Agree
3. I do not agree, nor do I disapprove
4. Disapprove
5. I strongly disagree

The participants complete the name and then the questionnaire.

Purpose: the lack of behaviour barriers and it's spredictions in problem solving. To get to know others, you have to start with yourself.

Main part/Activity 2:

Applying questionnaire³&scoring

The ones whom registered high scores have an inside plan, a clear idea on the direction which they will approach life and are considered to have the necessary resources to get where they want.

The behavioral inventory contains 4 dimensions which are independent, and they are: the other s direction, the interior direction, the barriers direction and behavior prediction.

Main part/Activity 3: Try to find the leader!

Problem-solving Team Scenarios

Scenario 1: The leader of the team wants to do everything him or herself. They have a very big ego and are difficult to work with.

Scenario 2: One team member is extremely shy. However, he or she has the most expertise and background to help solve the technical issue your team is experiencing in your best product.

Scenario 3: Two of your team members do not get along. There are many hard feelings between the two and they refuse to communicate with one another.

Scenario 4: One of your team members is very social. In fact, he or she believes they are the life of the party. This team member enjoys telling jokes continually which derails the conversation.

Scenario 5: One team member is very sensitive and emotional. This member gets upset when he/she doesn't feel listened to and is extremely offended if all of his or her ideas do not get used. To further complicate matters, most of this team member's ideas are not practical.

Scenario 6: One of your team members enjoys hearing themselves talk. They dominate the discussion and expect everyone to listen to them. This person is not the assigned leader of the problem-solving.

³ See the Worksheet – Activity 2



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Closure /Activity 4:

Try to find the leader! - The announcement, the interpreting and debate of the test's results.

Problem-solving Organizer – SevenSteps to Solving a Problem Effectively

Employers want employees who can work through problem-solving, critical thinking, and decision-making as an effective member of their staff. If you follow this seven-step process to effective problem-solving, you will increase your chance for a successful resolution to the issue.

1. Problem – identify the problem!
2. Other points of view – understand everyone’s problems
3. Options – list the possible problems
4. Evaluate the options
5. Solutions – select an option
6. Documentationandstepstoemendation – document the decision
7. Evaluation&Monitoring

Resources

- a. Pedagogical (methods and teaching methods)
 - conversation
 - exposure
 - questioning
- b. Materials
 - computer
 - projector
 - writing instruments
 - flip-chart
 - worksheets
 - post-it
- c. Time: 60 minutes

ASSESSMENT

- **Verification conversation** (by questions and answers);
Verification conversation (questions / answers) is heavily structured because the intent to verify is obvious; the initiative belongs almost exclusively to the evaluator teacher, who controls the situation;
It involves finally communicating appreciation.
- **Reaction of course participants:** the participants' reactions to the positive attitude are appreciated.
This information does not give a picture of what they have learned newly, but only of how they felt at the course.
- **Acquired Skills:** Assess how the course helped participants acquire new knowledge, skills and attitudes. By assessing the learning process, one can determine which approaches and activities were really effective in acquiring new skills. The following techniques are used to assess the learning process: tests (oral and written), simulations, observation.
- **Utility / Applicability:** Can some of what the learners have learned? It can be traced to what extent the learners have learned what they have learned in their day-to-day lives or in their professional work. In this situation, it is important for you, a course participant, to monitor and monitor if you really use what you have learned, when, where, and how, if there is any progress from when you first attended the course.



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REFLECTION&CALL TO ACTION

After the lesson, reflect on the progress of the didactic process and mark it at the end of the didactic project or in a special notebook that is the didactic journal.

Reference may be made to:

- what you should not forget about preparing for the next training session;
- how many of your target content was not reached, and you'll need to redistribute them to another time associated with another theme;
- the successful and unsuccessful aspects of the class;
- mood before and after hours;
- advice that you would give to a colleague / teacher;
- feed-back analysis received from learners, etc.

We suggest the utility of recording the following:

Do not forget!

Teaching journal

Works for the student's portfolio

The term of teaching

Teaching materials required for a later date

Mood

Strengths and weaknesses of the lesson

What would you keep and what you would change from the current lesson scenario

Self-rating: the mark

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ACTIVITIES WORKSHEETS:

Worksheet – Activity 2

Questionnaire (dr. Barry E. Collins)

1. I live too much to the standards of others.
2. To understand with others and to be pleasant, I tend to be what others expect.
3. I assume I'm performing in order to impress others. I know I'm not the person who claims to be.
4. I change my mind to like someone else.
5. I have to pay attention to parties and social gatherings because I'm afraid to say things that they dislike others.
6. In class or in a group, it's unlikely to express my opinion, because I'm afraid others might make a bad opinion about that opinion or me.
7. I remain silent or say innocent lies in the company of my friends, not to reveal to them that I am different from them.
8. There are many aspects of my behavior on which I have very little control.
9. I often find that my inclinations are related to what I am doing or saying.
10. I have problems with respecting orders, because they often contradict my belief.
11. I always put into practice what I say.
12. I'm good to follow my plans.
13. I'm never throwing words in the wind.
14. I have my code of conduct and do not deviate from it.
15. Behavior of a person should be channeled for precise and clear purposes.
16. A call spade a spade is the best policy.
17. Can talk about topics unannounced even unknown to me.
18. I would probably be a good actor, because I can play any role.
19. It's not hard for me to change my behavior.
20. In informal discussions, I support an unpopular position to make people think better about what they want to say.
21. I can only argue the ideas in which I believe.
22. I think it's very hard to anticipate how people will behave.
23. Much of the behavior can not be anticipated.
24. Some things my friends decide to do is a great surprise to me.
25. Even after you know a person well, her behavior will surprise you.
26. I usually know how to behave in a certain situation.
27. I usually know what my friends will do.
28. I think most people are very predictable.
29. Once you get to know a person well, you can tell what she's doing.



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SCORING

The first step is the reversal of the score (5 = 1, 4 = 2, 3 = 3, 2 = 4, 1 = 5) for the following items: 10, 21, 26, 27, 28, 29.

After reversing the score you can find:

- the other direction is made up of items 1-10.
- the inner direction is composed of items 11-16.
- the lack of constraints on behavior is made up of items 17-21.
- predictability is composed of items 22-29.

OD	ID	LC	P	%
28	24	17	26	85
25	22	15	24	70
22	20	13	21	50
19	18	11	18	30
16	16	9	16	15

- a) People who have **high OD** scores feel pressured to meet the expectations of others. Self-esteem is low. They lack the power to control the direction of their own lives.
- b) People with **high ID** scores have an internal plan that guides their behavior. They may know what direction their lives and can go where they want because they have the resources.
- c) People with high scores on **LC** are free and creative spirits, spontaneous and easy to adapt.
- d) People with high **P**, predictability, have more confidence in their personal ability to understand the world. They think they have a safe life.



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Lesson Plan

Topic: PROBLEM SOLVING

Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

1. Soft Skills

2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- learn more about self-esteem&problem solving
- communication,
- develop self-awareness and self-esteem
- identify the defining elements of problem solving
- asertivity increasing
- self-concept and accessibility
- problem solving team

LESSON STRUCTURE:

Introduction/Activity 1:

Organisational time:

- presence list;
- preparing the ones needed to begin the lesson:
- a short discussion about what means having/fecing a problem, a situation or an obstacole.

Main part/Activity 2:

You do not have to be a designer to improve your living standards. We all have problems in our day-to-day activities. We are all looking for new ways to deal with them and solutions that save us time and resources. Like when we go through morning traffic to get to work or when we try to plan our weekend getaways.



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Design Thinking is not just a process or set of magic skills that designers use to build new and exciting products. It is a state of mind, a perpetual perception of the way in which the surrounding world operates and how we should act in relation to it. An approach to problem solving. A principle that allows you to adapt the world to your personal needs.

Paraphrasing the Nielsen-Norman Group, Design Thinking consists of three major steps: understanding, exploration and materialization. This approach can be applied to any problem you want to solve.

Proper, timely questions can provide unexpected answers and directions to projects.

Understanding the problem is the first step. What is its nature? Why do you have this problem? Once you have the answer to these questions, you can start exploring the possibilities to solve. Generate ideas and then validate them.

During the validation process, it happens very often that the best solution is decided by excluding or invalidating other ideas and concepts. Then all you have to do after validating the idea is to build it, materialize it.

Main part/Activity 3:

Groups of 5 players are formed. Each student identifies a problem they face personally and asks others to find solutions, create the prototype, and then identify the optimal solution, following the examples below:

How do I apply this principle at work?

Ex. in one of my projects, users had to write a huge amount of repetitive information.

What was the problem? Users were losing precious time. Why did they have that problem? Because the software does not help them. So I came up with an idea: every piece of information coming into the repetitive sphere would be automatically reproduced by that software. We built a prototype and tested it. It was a very good result, the users were delighted with the solution. The only thing we had to do next was to build the solution and integrate it into the software.

You can apply this principle anywhere.

For example, you begin to notice that the apartment you live in is becoming too small for your needs. I have also recently faced a similar case.

The first thing was thinking about the problem. What was the nature of my problem? Well, all the things we have received, bought or created in time have come to occupy a lot of space. Why do I have this problem? Because I did not want to give up some of my stuff and I did not have the place to keep it all.

We identified the problem, so I started looking for solutions.

What are we doing now?

We write all the ideas we have. No idea is bad or out of the ordinary until you validate it. You can have yourself or your colleagues a lot of ideas.

1. The first and most logical solution at the time is to move to a larger apartment.

2. Or teach some things you do not use anymore.

But as we get through ideas, we realize we have arguments and critical points for almost any of them. Except for one: try to design a new approach to living space using Design Thinking principles. Once you have reached a solution that pleases you, the prototype is the next step.



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You start to draw sketches and plans for your home.

At this stage of the "project," you do not have to go to users to test the solutions. You are the user. This is the best thing when you apply Design Thinking to your everyday life. You are both the designer and the user at the same time. You can juggle quickly with solutions and solutions.

Ex. The first element I had to reduce in terms of space was the bed, because a bed could use up to 60% of a room. We have decided that this is the starting point. So I started working on a comfortable couch concept with a lot of storage compartments that turned into a folding bed at night. All of a sudden, there seemed to be more light, more space. Not just to avoid crowding and slalom through the room but also new storage spaces. This was the first step in creating a completely new living space. We all have and especially develop new needs in our personal life. And many of the problems we have in daily activities come from a more or less important need. If we are able to identify the specific need that trigger a chain reaction that will materialize through a problem or more, we can apply the principles of Design Thinking to find the best solution.

Closure /Activity 4:

True or false?

I constantly want to find new ways to use Design Thinking.

I wish I could facilitate the understanding and application of this principle whenever possible.

Personally, I consider myself an optimizer.

I always try to find the optimal solutions for my problems.

About how to get better in urban traffic (I've created special routes depending on the hour and the usual destinations) or how to shop.

Everyday necessities of my life are controlled in such a way as to take as little time and resources as possible.

I am the designer of my life.

It's useful to learn how to think and act as a designer and the principles of Design Thinking are your best ally.

Resources

c. Pedagogical (methods and teaching methods)

- conversation
- exposure
- questioning

d. Materials

- computer
- projector
- writing instruments
- flip-chart
- worksheets
- post-it

c. Time: 60 minutes



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ASSESSMENT

- **Verification conversation** (by questions and answers);
Verification conversation (questions / answers) is heavily structured because the intent to verify is obvious; the initiative belongs almost exclusively to the evaluator teacher, who controls the situation;
It involves finally communicating appreciation.
- **Reaction of course participants:** the participants' reactions to the positive attitude are appreciated.
This information does not give a picture of what they have learned newly, but only of how they felt at the course.
- **Acquired Skills:** Assess how the course helped participants acquire new knowledge, skills and attitudes. By assessing the learning process, one can determine which approaches and activities were really effective in acquiring new skills. The following techniques are used to assess the learning process: tests (oral and written), simulations, observation.
- **Utility / Applicability:** Can some of what the learners have learned? It can be traced to what extent the learners have learned what they have learned in their day-to-day lives or in their professional work. In this situation, it is important for you, a course participant, to monitor and monitor if you really use what you have learned, when, where, and how, if there is any progress from when you first attended the course.

REFLECTION&CALL TO ACTION

After the lesson, reflect on the progress of the didactic process and mark it at the end of the didactic project or in a special notebook that is the didactic journal.

Reference may be made to:

- what you should not forget about preparing for the next training session;
- how many of your target content was not reached, and you'll need to redistribute them to another time associated with another theme;
- the successful and unsuccessful aspects of the class;
- mood before and after hours;
- advice that you would give to a colleague / teacher;
- feed-back analysis received from learners, etc.

We suggest the utility of recording the following:

Do not forget!

Teaching journal

Works for the student's portfolio

The term of teaching



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Teaching materials required for a later date

Mood

Strengths and weaknesses of the lesson

What would you keep and what you would change from the current lesson scenario

Self-rating: the mark

For PPT Ctrl+click here:



For Additional tools Ctrl+click here:





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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

PROBLEM SOLVING

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Problem Solving
learning resources	1) Life Problem-solving (SenseAbility): https://www.youtube.com/watch?v=fbPTTjOyklg 2) 50+ Funny And Hilarious Ways To Solve Problem: https://www.youtube.com/watch?v=2kfZuUbzWmc
2-3 work sheets that can be used in the training session activities	1) Two step-by-step approaches to deal with a problem: http://bookmarkurl.info/images/social-problem-solving-worksheets/social-problem-solving-worksheets-29.jpg http://bookmarkurl.info/worksheet/social-problem-solving-worksheets-8.html 2) Problem Definition Sheet:



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	<p>https://diytoolkit.org/media/Problem-Definition-Size-A4.pdf</p> <p>3) Worksheet – Social Scenarios – Problems: http://bookmarkurl.info/images/social-problem-solving-worksheets/social-problem-solving-worksheets-27.jpg</p>
<p>2 participatory teaching&learning methods and how they could be used by trainer related to this topic</p>	<p>1. Team exercise - "My team of Supportes":</p> <p>Divide participants in 2 groups of people. Get people to sit around a table. Give them two minutes to write down a problem they're facing every day. When they're finished, instruct them to pass their papers to the left. Give them one or two minutes to read the problem now in front of them, and write a piece of advice or a potential solution beneath it. After this, pass the papers to the left again and repeat the process. Keep going until participants have their original piece of paper back.</p> <p>2. Star Technique – Ideas Evaluation method in group Each member of the group assigns stars to each idea / solution, as follows: *** very good idea ** acceptable idea * inappropriate idea</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>1. Focus on Problems vs. Focus on Solutions</p> <p>A short story: When NASA began the launch of astronauts into space, they found out that the pens wouldn't work at zero gravity (Ink won't flow down to the writing surface). In order to solve this problem, they hired Andersen Consulting (Accenture today). It took them one decade and \$12 million. They developed a pen that worked at zero gravity, upside down, underwater, in practically any surface including crystal and in a temperature range from below freezing to over 300 degrees C.</p>



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	<p>And what did Russians do? The Russians used a Pencil !!!</p> <p>So, learn to focus on solutions not on problems. "If you look at what you do not have in life, you don't have anything." "If you look at what you have in life, you have everything." Yet someone said "Focus on problem leads to inventions! and Focus on solution leads to discoveries."</p> <p>2. “Read the Clues, Discover the Problem”</p> <p>It is important to clearly define a problem you are having before you attempt to solve it. Defining the problem includes what is said and done. Often non-verbal communication can give you better insights into the problem than words.</p> <p>Description: Write down common participants problems, one problem per note card. In this activity they will play the game of charades. Have a participant come to the front of the room, pick a note card and then silently role-play the problem situation on the card. The participant actor should try to use very detailed facial expressions and body language to convey the problem on his/her card. The audience guesses until the correct problem is guessed. After each problem is acted out and guessed correctly, answer the questions below.</p> <p>Discussion Prompts:</p> <ol style="list-style-type: none"> 1) What were the clues that led you to define this problem? 2) Has anyone had this problem before? 3) Based on the clues, what are some of the alternatives for solving this problem?
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow



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list of sources of inspiration/bibliography

Development Impact & You - PRACTICAL TOOLS TO TRIGGER & SUPPORT SOCIAL INNOVATION

The Art of Creative Thinking by Robert W. Olson

<https://www.thepathway2success.com/>

<https://ctb.ku.edu/en/table-of-contents/analyze/analyze-community-problems-and-solutions/problem-solving-process/main>

<http://www.lukeclements.co.uk/wp-content/uploads/2016/02/Toolkit-draft-2016-04.pdf>

http://www.braude.ac.il/files/IN2IT/Courses/ES/8%20Essential%20Skills_Problem%20Solving.pdf

<https://asq.org/quality-resources/problem-solving>

<http://thenadd.org/modal/bulletins/v2n6a1~.htm>

<https://www.thebalancecareers.com/problem-solving-skills-with-examples-2063764>

<http://www.planetofsuccess.com/blog/2011/problem-vs-solution-focused-thinking/>



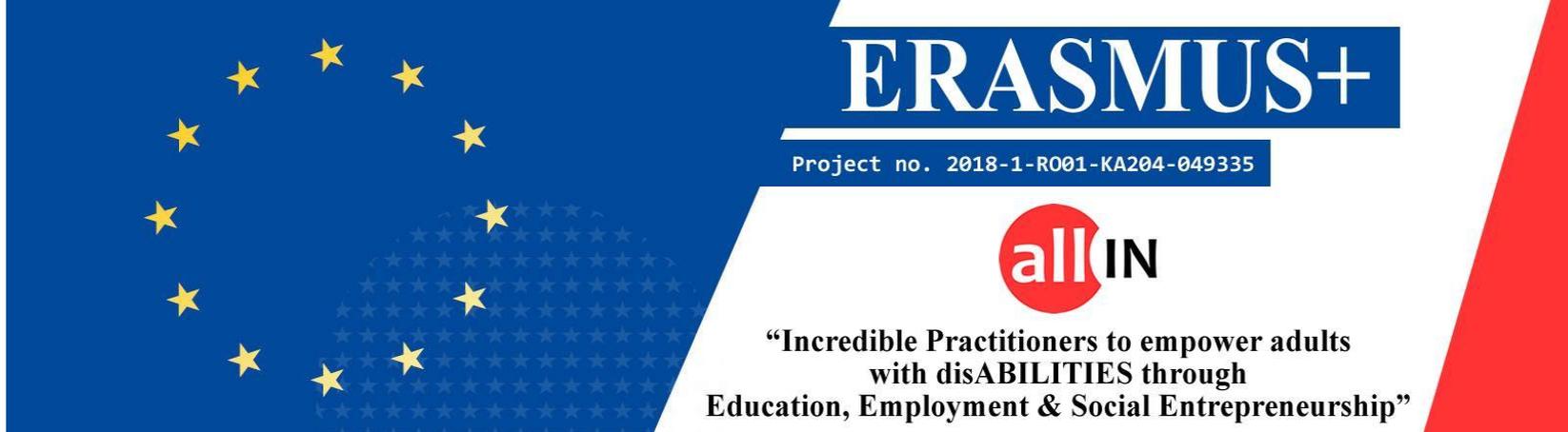
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EVALUATION SHEETS

a) Learners Evaluation sheet of the lesson

The feedback you give allows us to continually adapt training to better suit your needs.

Criteria	1 Lowest score	2	3	4 Highest score
Useful Overall Verdict				
Training Structure				
Training Content				
Quality of Handouts				
Session Length				
Trainer(s)				
Pace of Training				
Exercises & Games				
I had fun				



I learnt something useful				
I'm glad I came				

b) Trainer Self Evaluation & Reflection Sheet:

Criteria	1 Lowest score	2	3	4 Highest score
I defined the objectives of the training in a clear manner				
I stimulated participation & free communication among participants				
I covered all the relevant topics				
I organized the content to be easy to follow				
I distributed helpful materials				
I allotted sufficient time for training				
I respected the differences among participants				



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How do I hope to change my practice as a result of this training:



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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

PROBLEM SOLVING

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Problem Solving
1 learning resource	Problem Solving – The Sinking Ship https://en.islcollective.com/resources/printables/worksheets_doc_docx/problem_solving_2_-_the_sinking_ship/people-intermediate-b1/43939
2-3 work sheets that can be used in the training session activities	Problem Solving Recording Sheet https://www.teacherspayteachers.com/Product/Problem-Solving-Worksheet-365919 Problem Solving https://www.google.com/search?biw=640&bih=408&tbm=isch&sa=1&ei=o4_vXO2aO7CtgweTypH4CA&q=problem+solving+worksheet&oq=problem+solving+worksheet&gs_l=img.3..35i39j0j0i30l8.33418.34823..35040...0.0..0.105.785.8j1.....0....1..gws-wiz-img.jocHVhUUmQ#imgrc=CTg5pGmDvo7mkM:



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<p>2 participatory teaching&learning methods and how they could be used by trainer related to this topic</p>	<p>The Learning Pyramid</p> <p>https://www.google.com/search?q=participatory+teaching+and+learning+methods&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi9j_y258LiAhUb7eAKHZEkDuUQ_AUIDigB&biw=853&bih=545&dpr=4#imgrc=W-Demjgt6wFXVM:</p> <p>Teaching Students with Special Needs</p> <p>https://www.teachervision.com/special-needs/teaching-students-special-needs</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>17 Fun Problem Solving Activities & Games [for Kids, Adults and Teens]</p> <p>https://icebreakerideas.com/problem-solving-activities/</p> <p>Problem Solving Dice Game Questions</p> <p>https://www.google.com/search?q=games+for+problem+solving&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjQ5cG76MLiAhUMoRQKH7IDj8Q_AUIDigB&biw=853&bih=545#imgrc=uwB0Y-XKWB9ztM:</p>
<p>1 evaluation form for learners</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>1 self-evaluation form for trainer</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>list of sources of inspiration/bibliography</p>	<p>Andrea MacGregor (2003): «Barnga. A game about inter-cultural awareness», <i>Barnga</i><http://www.acadiau.ca/~dreid/games/Game_descriptions/Barnga1.htm>.</p>



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[Consulting: 21-05-2019].

Bright Hub Education (n.d.): «A Cooperation Game for Children With Special Needs: Problem Solving Activity», *Bright Hub Education* <<https://www.brighthouseeducation.com/special-ed-inclusion-strategies/12361-cooperation-problem-solving-game-for-students-with-special-needs/>>.

[Consulting: 21-05-2019].

Office of Disability Employment Policy (n.d.): «Soft Skills to Pay the Bills – Mastering Soft Skills for Workplace Success», *U.S. Department of Labor* <<https://www.dol.gov/odep/topics/youth/softskills/>>. [Consulting: 21-05-2019].



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EVALUATION SHEETS

a) Learners Evaluation sheet of the lesson

We are interested in your feedback to help us make improvements for the next offering of the training. Please take a few minutes to fill out this form.

A. CONTENT

The information/topic in this session was new to me	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The information/topic in this session was helpful to me					

B. GROUP ACTIVITIES

This style of learning in this session was new to me	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
This style of learning in this session was helpful to me					



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C. TRAINER TECHNIQUES

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
These techniques in this session were new to me					
These techniques in this session were helpful to me					

D. FEED-BACK

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It was helpful for me to observe and give feed back to other colleagues					
It will be helpful for me to see my own learning and receiving feed back from my colleagues					



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E. FUTURE

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
This training will help me improve myself in the future					
I would recommend this training to other people					

If you have any other comments or suggestions, feel free to add them here:

b) Trainer Self Evaluation & Reflection Sheet:

Criteria	Excellent	Satisfactory	Unsatisfactory
My training followed lesson format: motivates, states objective, accesses prior knowledge, provides guided practice, checks for understanding, provides independent practice, and concludes			
I used a variety of explanations, representations, resources and/or activities to help learners' conceptual understanding			



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I used effective questioning techniques and stimulates discussion in different ways for participants			
I linked new ideas/experiences to familiar ideas/experiences			
I provided opportunities for all learners to actively participate			
I adjusted the lessons and learning environment for participants with different needs			

Comments:



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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

PROBLEM SOLVING

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Problem Solving
1 learning resource	Problem Solving – Leaning Tower of Feetza (Quick problem-solving game for large & small groups) Step-by-Step Instructions, Video Tutorial, Practical Leadership Tips etc.: https://www.playmeo.com/activities/team-building-problem-solving-activities/leaning-tower-of-feetza/
2-3 work sheets that can be used in the training session activities	Problem Solving Worksheet https://www.getselfhelp.co.uk/docs/ProblemSolvingWorksheet.pdf Find Out the Reasons of Problem: Fishbone Diagram https://medium.com/hygger-io/methods-and-exercises-for-effective-problem-solving-3503dfabbd02



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	<p>Choose the Best Solution: Priority Matrix https://medium.com/hygger-io/methods-and-exercises-for-effective-problem-solving-3503dfabbd02</p>
<p>2 participatory teaching&learning methods and how they could be used by trainer related to this topic</p>	<p>Using participatory problem-solving techniques:</p> <ul style="list-style-type: none"> A) Brainstorming B) Force Field Analysis <p>http://collections.infocollections.org/ukedu/en/d/Jha19ce/8.html</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>Short Story: Real Solution to Problems</p> <p>A group of employees was working in a software company. It was a team of 30 employees. This was a young, energetic and dynamic team with keen enthusiasm and desire to learn and grow. The management decided to teach the employees about finding real solution to the problems.</p> <p>The team was called to play a game in a banquet hall. The group was quite surprised as they were called for playing game. All reached the venue holding various thoughts. As they entered the hall, they found the hall decorated beautifully with colourful decorative papers and balloons all over the place. It was more like a kid’s play area, than a corporate meeting hall.</p> <p>Everyone was surprised and gazed at each other. Also, there was a huge box of balloons placed at the centre of the hall.</p>



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The team leader asked everyone to pick a balloon from the box and asked them to blow it. Every one happily picked a balloon and blew it.

Then the team leader asked them to write their names on their balloon, carefully so that the balloons didn't blow up. All tried to write their names on the balloons, but not everyone was successful. A few balloons blew up due to pressure and they were given another chance to use another balloon.

Those who failed to mark their names even after the second chance were ruled out of the game. After the second chance, 25 employees were qualified for the next level. All the balloons were collected and then put into a room.

The team leader announced the employees to go to the room and pick the same balloon that had his name on it. Also, he told them that no balloon should blow up and warned them to be very careful!

All 25 employees reached the room, where the balloons carrying their names were thrown here and there. They were searching for the respective balloons carrying their names. While they were in a rush to find the respective balloons, they tried not to burst the balloons. It was almost 15 minutes and no one was able to find the balloon carrying his own name.

The team was told that the second level of the game was over.

Now it is the third and final level. They asked the employees to pick any balloon in the room and give it to the person named on the balloon. Within a couple of minutes all balloons reached the hands of the respective employee and everyone reached the hall.

The team leader announced; this is called real solutions to the problems. Everyone is frantically hunting for solutions to the problems without understanding the ideal ways. Many times, sharing and helping others give you real solutions to all problems.

<https://www.kidsworldfun.com/real-solution-to-problems-story.php>



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	<p>Video: Group Initiative that Inspires Powerful Metaphors - Marshmallow Challenge</p> <p>https://www.youtube.com/watch?v=meg5-H8Htng</p>
<p>1 evaluation form for learners</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>1 self-evaluation form for trainer</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>list of sources of inspiration/bibliography</p>	<p>Structured problem solving :</p> <p>https://thiswayup.org.au/wp-content/uploads/2016/03/Module-3-Structured-Problem-Solving.pdf</p> <p>Introductory Articles and Chapters:</p> <p>https://www.cehd.umn.edu/edpsych/RIPS/References.html</p> <p>Team Building Exercises – Problem Solving and Decision Making:</p> <p>https://www.mindtools.com/pages/article/team-building-problem-solving.htm</p> <p>Problem Solving Activities for Teens:</p> <p>http://resources.campnavigator.com/problem-solving-activities-for-teens/</p> <p>20 problem solving activities to improve creativity</p> <p>https://www.humorthatworks.com/how-to/20-problem-solving-activities-to-improve-creativity/</p>



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	<p>Top 15 Problem Solving Activities for Your Team to Master: https://www.wrike.com/blog/top-15-problem-solving-activities-team-master/</p> <p>Games for problem-solving https://gamestorming.com/category/games-for-problem-solving/</p>
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EVALUATION SHEETS

a) Learners Evaluation sheet of the lesson:

Please, rate on a scale of 1-5, **1** being the lowest, **5** being the highest

1. How useful was the lesson?

2. Did the lesson improve your skills in the relevant subject?

3. What skills did you learn (please complete 1skill for each activity)

1st.....



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2nd

3rd

4th

4. Could you apply these skills in your work?

5. Do you believe this lesson would be useful in the future for other session?

6. What was the most challenging?
.....

7. What additional learning resources should be included in the lesson?
.....



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b) Trainer Self Evaluation & Reflection Sheet:

Please, rate on a scale of 1-5, **1** being the lowest, **5** being the highest

1. I embed learning in real world contexts, including practice that allows learners to grasp how the procedures are applied in real life situations.
2. I provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be utilized to solve problems.
3. I used small group discussions to promote alternative processes for solving problems.
4. I varied activities to accommodate various learning styles and abilities of learners.
5. I have chosen activities and topics that help learners set goals and identify what they already know as well as what they/want need to learn.
6. I helped learners acquire strategies to promote independent reasoning and problem-solving ability.
7. I asked questions that encourage learner thinking beyond recall.



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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

PROBLEM SOLVING

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT – Problem Solving
learning resource(s)	1) https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/cross-discipline-skills/teaching-problem-solving-skills 2) Education word https://education.cu-portland.edu/blog/classroom-resources/5-problem-solving-activities-for-the-classroom/ 3) Problem solving resources http://www.greatexpectations.org/problem-solving-resources
2-3 work sheets that can be used in the training session activities	Problem Solving: https://www.edrawsoft.com/template-problem-solving.php https://citolkit.com/wp-content/uploads/templates/a3_simple.pdf
2 participatory teaching&learning methods and how they could be used by trainer related to	http://collections.infocollections.org/ukedu/en/d/Jha19ce/8.html



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this topic	http://www.imm.dtu.dk/~rvvv/CPPS/7chapter7problemsolving.pdf
2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic	<p>1) The <i>River Code</i> is a role-play exercise designed to help participants think about development as a process. It also emphasises the importance of being active, and having an open-minded, inquisitive attitude towards development. If the role-play is presented by the trainers, it can reduce barriers between trainers and the trainees. Furthermore, it can promote a new approach to learning which is participatory and not dependent upon classroom teaching</p> <p>Description of the River Code</p> <p>Two men come to a river and look for a place to cross. The current is very strong and they are both afraid to cross it. A third man comes along and sees their difficulty. He leads them up the river to a place where there are some stepping stones and a small island in the middle of the river. He urges the men to step on the stones but both are afraid, so he agrees to take one of them on his back. By the time when he gets to the middle of the river, the man on his back seems very heavy, so he puts him on the little island. He then returns to fetch the second man who wants to climb on his back as well. But the third man refuses. Instead he takes his hand and encourages him to use the stepping stones himself. Halfway across, the second man starts to manage alone and drops the third man’s hand. They both cross the river. When the two of them get to the other side, they are extremely pleased with themselves and they walk off together, completely forgetting about the first man, sitting alone on the island. He tries to get their attention, but they do not notice his gestures for help.</p> <p>2) https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/planning-the-future-visions-strategies-projects/world-cafe</p>



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1 evaluation form for learners	See Evaluation Sheets Section - bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	Louis Janda – The Psychologist’sBook of Self-Teste https://www.todaysoftmag.ro/article/2489/design-thinking-o-solutie-pentru-problemele-de-zi-cu-zi https://www.thebalancecareers.com/problem-solving-skills-with-examples-2063764 https://www.youtube.com/watch?v=vg936IW9i7Q



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

Please choose the number which reflects your opinion:

Were the expectations for this course/ section of the course clearly outlined?	Very clearly	1 2 3 4 5	Not at all clearly
How effectively was structured each session?	Very effectively	1 2 3 4 5	Not at all effectively
Did the trainer make good use of examples, illustrations, or other techniques to explain difficult concepts?	Regularly	1 2 3 4 5	Rarely
How effective was the trainer in initiating relevant discussion?	Very effective	1 2 3 4 5	Not at all effective
How successful was the trainer in encouraging your participation?	Very successful	1 2 3 4 5	Not at all successful
How successful was the trainer in encouraging you to work as part of a team?	Very successful	1 2 3 4 5	Not at all successful
During the course was it created a learning environment in which you felt comfortable?	Very much so	1 2 3 4 5	Not at all
How successful was the trainer in encouraging you to work collaboratively?	Very successful	1 2 3 4 5	Not at all successful
How valuable were the trainer’s handouts as aids to learning?	Extremely valuable	1 2 3 4 5	Not at all valuable



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b) Trainer Self Evaluation & Reflection Sheet:

Mark the appropriate box to identify your strength in each area and to identify areas that require your attention. Use the question and the blank space at the end of each section to reflect on these areas and set appropriate goals. Take action to improve your skills in the areas necessary.

Key:

1. I feel that I am sufficiently strong this area.
2. Some attention is required in this area, but it is not a high priority.
3. This area requires my attention, but I can develop these skills on my own.
4. I urgently need help in this area from a peer or supervisor.

Criteria	1	2	3	4
My knowledge of the subject is up to date and relevant				
I have mastered this subject matter				
I am able to respond readily to questions from students on the subject matter				
Material is organized and presented systematically and sequentially				
I carefully plan lectures, demonstrations, discussions, and other classroom activities				
I use real life examples to illuminate core learning concepts and increase subject matter relevance for participants				
As I look at my responses to this section, I would like to:				
I encourage cooperation and active learning by asking participants to evaluate the				



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work of one another, work together on tasks, and explain difficult ideas to each other				
I give my participants real life situations to analyze and I use simulations, role-playing, research, and independent study in my class				
I encourage participants to challenge my ideas, the ideas of other students, or those presented in textbooks or course materials				
Class discussions are lively and purposeful. I help participants set challenging goals for their own learning				
As I look at my responses to this section, I would like to:				



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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

PROBLEM SOLVING

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT – Problem Solving
learning resource(s)	https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/cross-discipline-skills/teaching-problem-solving-skills
2-3 work sheets that can be used in the training session activities	https://www.edrawsoft.com/share-conceptmap.php https://www.swotanalysis.com/2691/Problem-Solving-Template
2 participatory teaching&learning methods and how they could be used by trainer related to this topic	https://www.wrike.com/blog/top-15-problem-solving-activities-team-master/ https://www.wrike.com/blog/ultimate-guide-team-building-activities/
2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic	17 FREE SOCIAL PROBLEM-SOLVING SCENARIOS http://www.speechtherapiststore.com/social-problem-solving/ https://calpro-online.org/onlinevideolibrary/cpdocuments/Problem_Scenarios_Guidelines.pdf



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Problem Solving Scenarios:

- Your friends came over to your house for a movie night. One of your friends brought another friend so there are more people than you planned for. You want to pass out the drinks but you only have five cans of soda and you need 6 for everyone to have one. What could you do?
- After basketball practice you go back to the locker room with your team to shower and change. When you are done dressing, you can't find your shoes. What could you do?
- You have been waiting all day for lunch to come because you are starving. Finally class gets over and you get to go to lunch. Except when you go to get to your lunch, it's not there. You probably left it at home. What could you do?
- There is a guy in your class who is always mean to you. He always bumps you when he walks by and he calls you names. He knocks stuff out of your hands and makes you feel stupid. You don't think you can take it anymore. What could you do?
- You really want to invite this new girl/guy to come to your birthday party, but you have never talked to them before. You are worried they will say no. What could you do?
- You rode the bus to school today and on the way in people are pointing and laughing at you. You go in the bathroom and see that you have pink gum all over the back of your pants. What could you do?
- You wake up and see that your alarm never went off. So you are starting your morning 15 minutes later than you planned. It is a really important day at school and you cannot



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	<p>be late. What could you do?</p> <ul style="list-style-type: none">• You are giving a group presentation in front of class and it's your turn to talk. All of the sudden you sneeze. You cover it with your hand, but now your hand is full of stuff you sneezed out. What could you do?• You are eating dinner at a fancy restaurant with your parents and their friends. You have a really messy dinner and accidentally flip a noodle into the lady's lap. They are busy talking and don't notice it. What could you do?• You are taking a test and there is no talking allowed. You are writing your answers on the paper and your pencil breaks. What could you do?
1 evaluation form for learners	See Evaluation Sheets Section - bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p>https://www.researchgate.net/publication/254201819_Problem-solving_style_achievement_motivation_psychological_distress_and_response_to_a_simulated_emergency</p> <p>https://www.mindtools.com/pages/article/team-building-problem-solving.htm</p> <p>https://biginterview.com/blog/2014/03/group-interview.html - Acting the Group Interview/The Ultimate Guide</p> <p>http://theconversation.com/do-gamers-behave-the-way-game-theory-</p>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

Please mark the answer for each of the following questions:

- a = Strongly Agree
- b = Agree
- c = Disagree
- d = Strongly Disagree
- e = No Opinion/Not Applicable

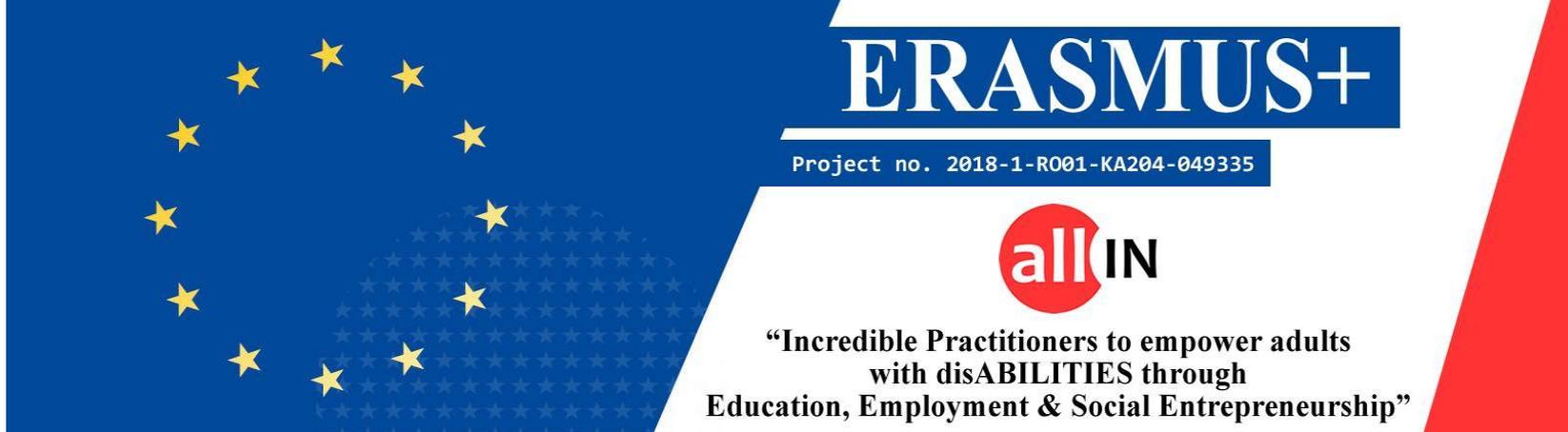
- This course has increased my interest in this skill

a	b	c	d	e
---	---	---	---	---

- This course gave me confidence to do more advanced work in the subject

a	b	c	d	e
---	---	---	---	---

- I believe that what I am being asked to learn in this course is important for my future



a	b	c	d	e
---	---	---	---	---

- This course was challenging

a	b	c	d	e
---	---	---	---	---

- This course made me think that I need to practice such skill

a	b	c	d	e
---	---	---	---	---

b) Trainer Self Evaluation & Reflection Sheet:

Trainer Attributes "I":	I have strength in this area ✓	How I will build strength in this area
<input type="radio"/> am confident and fully prepared - just nervous enough to keep alert		
<input type="radio"/> know my subject matter - have studied my topic		



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<ul style="list-style-type: none">○ know my audience - respect and listen to participants, call them by name, whenever possible		
<ul style="list-style-type: none">○ am neutral and non-judgmental - validate everyone's experiences and their right to their own perspectives; respect differences of opinion and lifestyle		
<ul style="list-style-type: none">○ am culturally sensitive - aware that my own views and beliefs are shaped by my cultural background just as participants' cultures shape their perspectives.		
<ul style="list-style-type: none">○ am self-aware - recognize my own biases and "hot-buttons" and act in a professional manner when they are pushed.		
<ul style="list-style-type: none">○ am inclusive - encourage all participants to share their experiences and contribute to the group learning process		



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- | | | |
|---|--|--|
| <ul style="list-style-type: none">○ am lively, enthusiastic, and original. I use humor, contrasts, metaphors, and suspense; I keep my listeners interested and challenge their thinking | | |
|---|--|--|



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POSITIVE ATTITUDE

When employers look at prospective candidates, beyond skills, experience, and training, they look for those who demonstrate enthusiasm – those they believe will complete assigned tasks in an upbeat and cooperative manner.

All other things being equal, a candidate who can demonstrate a positive attitude and eagerness to tackle the job will have an advantage over one who displays an attitude viewed by the employer as negative or disinterested.

In fact, many employers would rather provide job skills training to an enthusiastic but inexperienced worker than hire someone with perfect qualifications but a less-than-positive attitude.



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Lesson Plan

Topic: **POSITIVE ATTITUDE**

Time estimation/duration of training session: 90 minutes



KEY LEARNING AREA:

1. Soft Skills

2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- ✓ Understand why is important to have a positive attitude
- ✓ Assess individually and through a group the abilities, strengths and talents as a basis for building a positive attitude
- ✓ Describe how the positive attitude look like through own real life situations
- ✓ Develop a positive disability identity

LESSON STRUCTURE:

Introduction/Activity 1:

Short free discussion with the participants:

What's the deal with having a positive attitude?

What is it about having a positive mindset that is so important, so impactful, so life-changing?

Activity 1 – Pair awareness exercise “Tell me about a time when...”

Each member of the pairs tells the colleague a situation in which he/she had a negative attitude. The other member reports a situation in which he/she had a positive attitude. They both compare the effects and consequences of their attitude. How did they feel? What happened?



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Main part/Activity 2:

The “Cup half full” approach:

- ✓ Looking at your physical limitations/other type of disabilities OR your physical abilities/other type of abilities.
- ✓ Everyone has something he/she cannot do and something he/she is great at. Everyone is different.
- ✓ Everyone has their strengths and weaknesses, and all of us must enjoy each day for what it is.
- ✓ It may be harder to find employment, gain an education or start dating, but there is no reason why you can't go out and do these things.
- ✓ Show the world what you have to offer and you will increase your sense of self-worth while living with the disability.
- ✓ It isn't about ignoring truths. Negative emotions have meaning:
- ✓ **It's OK to have negative thoughts, but you need to be mindful of them and leverage them to benefit your behaviors.**
- ✓ Good news: this is a skill you can build.

Activity 2:

Game “Focus on my/our abilities”:

- phase one: each participant will:

1. Identify personal strengths, abilities, talents
2. Identify areas of personal skills development that need strengthening.

- phase two: Participants are divided into groups of 4-5 people. Each group will:

1. Identify group strengths, abilities, talents
2. Identify areas of group skills development that need strengthening.

Finally, each group realizes the profile of abilities, strengths and talents and presents it to other groups.

Main part/Activity 3:

Characteristics and Traits of a Positive Attitude/Examples

The next important question: What does Positive Attitude look like?⁴

There are many traits and characteristics associated with a positive mindset, including:

- Optimism: a willingness to make an effort and take a chance instead of assuming your efforts won't pay off.
- Acceptance: acknowledging that things don't always turn out how you want them to, but learning from your mistakes.
- Resilience: bouncing back from adversity, disappointment, and failure instead of giving up.
- Gratitude: actively, continuously appreciating the good things in your life.
- Consciousness: dedicating the mind to conscious awareness and enhancing the ability to focus.

⁴ See the “Power of Positive Thinking” – Norman Vincent Peale



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Integrity: the trait of being honorable, righteous, and straightforward, instead of deceitful and self-serving.

Activity 3:

Exercise – “My positive feelings”⁵

Closure/Activity 4:

Awareness short debate on:

- ✓ acceptance of disability as part of one’s sense of self.
- ✓ living with a disability can be a source of value, meaning and pride, rather than a flaw or weakness.
- ✓ develop a positive disability identity
- ✓ Be yourself! Try growing based on what each person possesses

Activity 4⁶ – Story of Janine Nina Trevens⁷ and TADA musical theater productions and educational programs⁸

Resources

- video projector
- flip chart
- sheets of paper of different sizes
- post it
- worksheets
- additional support tools as they are described in Syntethic sheet

⁵ See the Worksheet – Activity 3

⁶ See the story on Sheet – Activity 4

⁷ <https://archive.hudsonreporter.com/2000/03/14/two-time-cancer-survivor-janine-nina-trevens-heads-new-yorks-tada-which-gives-youngsters-chance-to-perform/>

⁸ <https://www.tadatheater.com/>



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ASSESSMENT

It will be used an Evaluation Sentence Completion Worksheet⁹:

4. The most important thing I have understood today about the positive attitude: ...
5. Now I know the benefits brought to my life by a positive attitude: ...
6. I felt empowered by activity/exercise because:

REFLECTION&CALL TO ACTION

Each participant is asked to keep an own Attitude/Consequences Monitoring Sheet¹⁰ for one week. Possible template:

Day	Type of Attitude either positive or negative	Consequences ¹¹
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

For PPT Ctrl+click here:



For Additional tools Ctrl+click here:



⁹ It will be completed by each participant in the training

¹⁰ Own adaptation of a sheet from Passport Program – AnnVernon

¹¹ In this way, everyone can understand and compare the consequences of a negative attitude in a particular situation versus a positive attitude



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ACTIVITIES WORKSHEETS:

Worksheet – Activity 3

I was	Shortly describe a situation	How did you feel at that moment
Optimistic		
Grateful		
In control of my mistakes		

Sheet – Activity 4:

Janine Nina Trevens¹² has always aspired to be an elementary school teacher. She loved being around and working with children so much that she headed off to the prestigious Barnard College to become an educator. Or so she thought.

At age 23, under the encouragement of her mother, she was asked to produce a children's festival involving children and theater. "I always wanted to work with children," Trevens said. "This was the best of both worlds. I wanted to build a little world for kids, to build a theater company strictly for kids. I just adore working with them." Her little entrepreneurial project – a children's festival began with a shoestring budget of \$1,500.

¹² Source of the story: [Hudson Reporter - Two time cancer survivor Janine Nina Trevens heads New York s TADA which gives youngsters chance to perform](#)



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Then she founded "TADA!"¹³ with Linda Reiff, a major production company with one goal in mind: the benefit of children. TADA! involves original productions that are performed by the group's resident ensemble. But it's much more than just putting on shows. It also features an arts-in-education program that serves 110 public and private schools in New York. TADA!'s classroom program has visited schools in Union City and Jersey City in the past few years.

TADA! also has an after-school program in another 27 schools, as well as professional theater training for educators, year-round musical theater classes for kids in grades kindergarten through 12 and a staged reading series where kids perform original plays. What makes Trevens' contribution to kids even more astounding is that she has endured the pain of defeating cancer twice. She was diagnosed with Hodgkin's disease and went into remission, only to have the disease reappear. "The first time it happened, I was young, 24 years old," Trevens said. "I didn't even let myself call it cancer. I didn't want to believe it. I never paid attention to anything and didn't want to know a thing. I went through chemotherapy and radiation, my hair fell out, and I thought nothing of it. "When it reappeared in 1989, it made me more aware that I wanted to live," Trevens said. "That I wanted to continue to help kids, to have children of my own. I realized how important life is.

TADA! has become the leading producer of professional-quality youth theater and renowned Arts Education programs in New York City. Today, TADA!'s budget is over \$1.8 million and the organization reaches 50,000 children and families annually through its mainstage musical theater productions, arts education and youth development programs. TADA! has been providing young people of all different backgrounds, including a large number of disadvantaged children and families, the opportunity to explore and perform musical theater together in an educational, supportive and professional environment.

TADA! has provided young people from all racial, economic and social backgrounds the opportunity to explore and perform musical theater together in an educational, supportive and professional environment. TADA!'s mission is two-fold: to present high-quality musical theater productions performed by talented kids for family audiences; and to provide a safe, creative and nurturing place where kids can harness their inherent energy, build their self-esteem and realize their true potential through unique collaborative art form that is musical theater. Young people gain confidence and learn commitment, responsibility, communication and teamwork—skills that are critical to their success in both school and life.

¹³ <http://www.tadatheater.com>



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Lesson Plan

Topic: POSITIVE ATTITUDE Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants:

- Have an open attitude towards relationships based on respect, avoiding the use of forms of discrimination based on prejudices and stereotypes, predispositions, egocentric tendencies, simplistic and reduced visions, etc.
- Recognize and positively value the professional achievements and successes of their colleagues.
- Develop greater creative capacity.
- Be more open to change and innovation, which implies flexibility of approaches, being able to understand these changes as opportunities and to adapt critically and constructively to them.
- Know meet the challenges and find solutions at each of its life projects.

LESSON STRUCTURE:

Introduction/Activity 1: Praise, Criticism or Feedback

The purpose of this activity is to help participants determine the differences between criticism, praise, and feedback – not only how to offer it, but how to receive it as well.

Materials: One set of “Praise | Criticism | Feedback” cards for each group. Alternatively, you might choose to hang three pieces of chart paper – each with one of the words on it. Slips of paper could



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be made with the statements below.

Directions: Discuss the difference between praise, criticism, and feedback and ask participants for examples of each.

- Praise: an expression of approval
- Criticism: an expression of disapproval based on perceived mistakes or faults
- Feedback: information about a person’s performance of a task – used primarily as a basis for improvement

Divide the group into pairs of two. Read the following statements aloud – one at a time. After each statement, give each pair 10 seconds to decide whether the statement is criticism, praise, or feedback. Someone from each team should hold up the card that represents a collective decision.

1. *Mr. Jones told me how much he appreciated your thank you note after the job interview. He thought it was a great personal touch.*
2. *Your desk is such a mess. Are you sure you are not trying to grow your own paper?*
3. *I noticed that you’ve been coming in late the last couple of days.*
4. *How many times do I have to tell you how to file these documents?*
5. *You look great today.*
6. *It would work better for me if I could explain my version of the story out loud before you ask questions.*
7. *You’ve improved a lot this week.*
8. *I found it difficult to evaluate this resume because it was messy.*
9. *I liked it much better when we got to choose the projects instead of being assigned to one.*

With the larger group, discuss the different ways people may react or respond to praise, criticism, and feedback. It is inevitable that we will all receive criticism at some point on the job, and the way in which we respond can impact our own attitude and the attitudes of those with whom we work. Discuss with the group how they, personally, respond differently to praise vs. feedback vs. criticism.

Conclusion: Take the opportunity to rephrase the way in which any of the above statements were made. How might rephrasing get a different response or reaction? If you had to make a rule for how you would like to receive feedback and criticism, what would that rule be?

Journaling Activity: How does it make you feel when others criticize the work you do? Are you able to respond to feedback differently? Think about a time when you criticized someone else. What happened? How did that situation ultimately make you feel?

Main part/Activity 2: The power of Positive Mental Attitude

Positive Mental Attitude or PMA is one’s ability to maintain the belief that he or she can transform or change a tough situation into something better. This activity will help participants take difficult situations and find ways to EMPOWER themselves to turn negative thinking into positive thinking.



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Materials: One rolling dice for each small group.

Directions: Ask the following questions to the participants:

- What is a positive attitude? If I have a positive attitude, what actions might I display? What does a positive attitude “look” like to others?
- What is a negative attitude? If I have a negative attitude, what actions might I display? What does a negative attitude “look” like to others?

Then say: Developing a positive attitude starts from learning to believe in one’s self. In order to believe in ourselves, we must first understand our personal strengths. In this activity, you will be considering and sharing your personal strengths.

Break participants into groups of four. Write the below statements on a piece of chart paper for all to see, or create a chart and draw a picture of each roll of the dice on one side and write the corresponding statement on the other.

Each participant will take turns rolling the dice two or three times and complete the following statement upon each roll:

- Roll a 1: I am thankful for...
- Roll a 2: Other people compliment me on my ability to...
- Roll a 3: Something I would like other people to know about me is...
- Roll a 4: I feel really good about myself when....
- Roll a 5: I am proud of my ability to...
- Roll a 6: Something nice I recently did for someone else was...

Main part/Activity 3: *Life is Full of Hard Knocks*

Failing is a part of life. In fact, it accounts for many, many successes – for without failing, success is almost impossible. Learning how to bounce back from failure is not always easy, but it is necessary. Enthusiasm for goal attainment is a necessary characteristic for success. This activity helps participants understand that failure is not something to fear and in fact often a necessary step on the path to success.

Materials: Whiteboard or flip chart with markers or blackboard.

Directions: Write the following statement large enough so all can see (and read aloud):

THE ROAD TO SUCCESS IS PAVED WITH FAILURE.

Divide the larger group into smaller groups. Ask each group to discuss the statement and what they think it means. Alternatively, ask individual participants to draw a picture of what this statement



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means to them. Ask each group to share their feedback and encourage other participants to comment or expand on the responses.

Later the participants must take turns matching the famous person with their famous failure, and, thus, their eventual success.

CAN YOU NAME...

1. ...a famous person who was defeated seven times while running for political office?
2. ...a cartoonist who was told by the editor of the Kansas City newspaper, “It’s easy to see from these sketches that you have no talent”.
3. ...an author whose first children’s book was rejected by 23 different publishers?
4. ...a famous singer who was fired after his first performance at the Grand Ole Opry?
5. ...a famous actress who dropped out of high school and held a variety of odd jobs, including doing the hair and make-up for corpses, before finally succeeding in show business?
6. ...a famous author who lived on welfare for years in an apartment infested with mice?
7. ...a famous athlete who was cut from the varsity basketball team his sophomore year in high school?
8. ...an inventor who was thrown out of school in the early grades because his teachers thought he couldn’t learn?
9. ...a famous Harvard University drop out?
10. ...an inventor of a fried chicken recipe that was rejected by more than 1000 restaurant owners?

ANSWERS:

1. Abraham Lincoln was defeated in eight different elections. Yet he persisted and succeeded in becoming the 16th, and one of the most respected, presidents of the United States.
2. Walt Disney was told he had no talent and fired from a newspaper job. He wound up doing volunteer work for a church in an old run down garage. One day he decided to sketch one of the many mice that were running through the garage. This mouse became the famous “Mickey Mouse”.
3. Twenty-three different publishers rejected Dr. Seuss’s first book, while the 24th accepted and sold 6 million copies of it.
4. Elvis Presley was fired after his first performance at the Grand Ole Opry. The manager told him, “You ain’t going nowhere, son. You ought to go back to driving a truck”. He went on to become one of the most famous American singers of the 20th century.
5. Whoopi Goldberg dropped out of high school, was on welfare and worked as a bricklayer, bank teller, and licensed cosmetician. After graduating from Beauty College, she took a job at a mortuary fixing the hair of and applying make-up to the corpses.
6. J.K. Rowling, author of the Harry Potter series, lived on welfare for years, in an apartment infested with mice, and was rejected by 12 publishers before going on to fame and fortune.



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7. Michael Jordan was the athlete who was cut from the varsity basketball team in his sophomore year of high school. Angry and embarrassed, he began to get up early each morning to practice with the junior varsity coach. Eventually he not only made the varsity team, but also became one of the most popular athletes in the world. Michael Jordan is quoted as saying, “I have missed more than 9,000 shots in my career. I have lost almost 300 games. On 26 occasions I have been entrusted to take the game winning shot, and I missed. I have failed over and over and over again in my life. And that is why I succeed.”
8. Thomas Edison was the inventor who was kicked out of school. Following this, he was homeschooled by his mother. It took him over 700 tries before he got the filament right for the light bulb. Edison is quoted as saying: “I have not failed seven hundred times. I have not failed once. I have succeeded in proving that those seven hundred ways will not work. When I have eliminated the ways that will not work, I will find the way that will work”.
9. Mark Zuckerberg dropped out of Harvard University. He went onto become the youngest millionaire (at the age of 26) and is the CEO of Facebook.
10. Harland David Sanders (better known as Colonel Sanders) had his fried chicken recipe rejected by more than 1000 restaurant owners before it was accepted by one. Today, people still eat it at KFCs across the world.

Closure/Activity 4: "ATTITUDE" Activity

The aim of this activity is to develop the capacity of participants to highlight positive traits who may have a person and their ability to react in a particular time.

Materials: A piece of paper for each participant. Audiovisual material to play this video: <https://www.youtube.com/watch?v=vmLIJAc5kyg>

Directions: First, make your participants watch the proposed video. Then, the teacher writes on the blackboard or whiteboard the word "ATTITUDE". Then, give participants work sheet 3. Set a timer and ask participants to write down features which are seen in positive individuals using words which correspond to the letters on the left side. For instance, the "A" in "ATTITUDE" can read: "Always keeps calm in difficult situations".

Afterwards, divide participants into small groups so that they compare their acrostics and can learn of each other.

Journaling Activity: Do you think you have been able to write traits sufficiently positive? Do you consider you got the capacities what you have written for each letter of the word "ATTITUDE"? How did you feel when you have compared your acrostic with the one of your colleagues? Do you think you have learned something of the traits written by your colleagues?



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Resources

- One set of “Praise | Criticism | Feedback” cards for each group (cards with situations prepared for the development of the activities).
- One rolling dice for different small groups.
- A whiteboard or flip chart with markers or blackboard.
- Foil packs to give participants pieces of paper.
- Materials adapted to the needs of the students.
- A notebook and a pen to take notes.
- A computer and a projector.

ASSESSMENT

- In Activity 1, participants will be assessed depending on whether or not they get the answers right. This activity will be passed by those participants who get five of the nine situations right. It will also be valued positively that they offer the answer in the required time and that they know how to agree with their partner.
- In Activity 2, participants will be evaluated according their capacity to transform or change a tough situation into something better. This activity will be passed by those participants who logically write 3 of the 6 sentences. It will also be assessed positively that they know how to respect the turns and that in their turn they are able to complete the corresponding sentence.
- In Activity 3, participants will be assessed depending on their ability to discuss in group the statement written by the teacher: *“THE ROAD TO SUCCESS IS PAVED WITH FAILURE”*. This activity will be passed by those participants who are able to match correctly 5 of the 10 famous people with their failures and, thus, their eventual success. It will positively value their ability to work in teams.
- In Activity 4, participants will be evaluated according to their ability to write positive traits. The word “ATTITUDE” has 8 letters. Therefore, this activity will be passed by participants who write four sentences correctly. Very positive sentences and their ability to answer the questions suggested in the Journaling Activity section will be valued positively.



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REFLECTION&CALL TO ACTION

- The participation in class will be taken into account in the evaluation.
- Educators will insist on there's nothing wrong with making mistakes and they will encourage students to participate in the activities. In fact, they will remind participants that failure is only one way to success.
- Educators will seek to promote creativity and positive attitude asking students for tasks in which they apply the knowledge gained into practice.
- Educators will help participants to create a positive thinking.
- Educator will promote a positive environment in class.
- Educators will ask students to summarize in a paper done in groups of four everything learned through the four activities carried out.

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ACTIVITIES WORKSHEETS:

Worksheet – Activity 1

Discuss the difference between praise, criticism, and feedback and give two examples of each.

1. Praise: an expression of approval.

Example 1:

Example 2:

2. Criticism: an expression of disapproval based on perceived mistakes or faults.

Example 1:

Example 2:



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3. Feedback:

Example 1:

Example 2:

Use a scissors to cut out the boxes below the sentences in which are written the words “Praise | Criticism | Feedback” and join each sentence with the corresponding box.

1. *Mr. Jones told me how much he appreciated your thank you note after the job interview. He thought it was a great personal touch.*
2. *Your desk is such a mess. Are you sure you are not trying to grow your own paper?*
3. *I noticed that you've been coming in late the last couple of days.*
4. *How many times do I have to tell you how to file these documents?*
5. *You look great today.*
6. *It would work better for me if I could explain my version of the story out loud before you ask questions.*
7. *You've improved a lot this week.*
8. *I found it difficult to evaluate this resume because it was messy.*
9. *I liked it much better when we got to choose the projects instead of being assigned to one.*

PRAISE

CRITICISM

FEEDBACK



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Worksheet – Activity 3

Use arrows to join sentences 1 to 10 with answers A to J.

- | | |
|---|--------------------------|
| 1. ...a famous person who was defeated seven times while running for political office? | A. Walt Disney |
| 2. ...a cartoonist who was told by the editor of the Kansas City newspaper, “It’s easy to see from these sketches that you have no talent”. | B. J.K. Rowling |
| 3. ...an author whose first children’s book was rejected by 23 different publishers? | C. Thomas Edison |
| 4. ...a famous singer who was fired after his first performance at the Grand Ole Opry? | D. Harland David Sanders |
| 5. ...a famous actress who dropped out of high school and held a variety of odd jobs, including doing the hair and make-up for corpses, before finally succeeding in show business? | E. Whoopi Goldberg |
| 6. ...a famous author who lived on welfare for years in an apartment infested with mice? | F. Elvis Presley |
| 7. ...a famous athlete who was cut from the varsity basketball team his sophomore year in high school? | G. Abraham Lincoln |
| 8. ...an inventor who was thrown out of school in the early grades because his teachers thought he couldn’t learn? | H. Dr. Seuss |
| 9. ...a famous Harvard University drop out? | I. Michael Jordan |
| 10. ...an inventor of a fried chicken recipe that was rejected by more than 1000 restaurant owners? | J. Mark Suckerberg |



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Worksheet – Activity 4

Write down features which are seen in positive individuals using words which correspond to the letters on the left side.

A _____

T _____

T _____

I _____

T _____

U _____

D _____

E _____



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Lesson Plan

Topic: POSITIVE ATTITUDE **Time estimation/duration of training session: 110 minutes**

KEY LEARNING AREA:

- 1. Soft Skills
- 2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- be taught how they could achieve their goals and attain success based on positive thinking.
- understand that the positive attitude increases their faith in their abilities and brings hope for a brighter future.
- inspire and motivate themselves and others.
- learn to look for solutions, instead of dwelling on problems.
- recognize the value of self-esteem and confidence.
- have an open attitude towards relationships based on respect, avoiding the use of forms of discrimination based on prejudices and stereotypes, predispositions, egocentric tendencies, simplistic and reduced visions, etc.
- recognize and positively value the achievements and successes of others.



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LESSON STRUCTURE:

Introduction/Activity 1: A Letter of Self-compassion

The participants are going to start with choosing an aspect of themselves that they dislike and criticize. It may be an appearance, career, relationships, health, etc.

The purpose of this activity is to teach participants to treat themselves with care and concern when confronted with their own mistakes, failures, and shortcomings.

What You'll Need:

- ✓ Sheets of paper and pens.
- ✓ A private room.

Instructions:

- ✓ Write in detail about how this perceived inadequacy makes you feel. What thoughts, images, emotions, or stories come up when you think about it?
- ✓ Next, imagine someone who is unconditionally loving, accepting, and supportive. This friend sees your strengths and opportunities for growth, including the negative aspects about you. The friend accepts and forgives, embracing you kindly just as you are.
- ✓ Now write a letter to yourself from the perspective of this kind friend. What does he or she say to you? How does this friend encourage and support you in taking steps to change? Let the words flow and don't stress about structure or phrasing.
- ✓ After fully drafting the letter, put it aside for ten minutes. Then return to the letter and reread it. Let the words sink in. Feel the encouragement, support, compassion, and acceptance.
- ✓ Review the letter whenever you are feeling down about this aspect and remember that accepting yourself is the first step to change.

Tip: If participants feel comfortable with each other they could read their letters.

Main part/Activity 2: Helping Those in Need

This activity builds positive attitudes skills through benefits from "helping other people". Helping others makes you feel good about yourself, improves your mood and boost self-esteem. Doing things for others helps maintain good mental health.

What You'll Need:

- ✓ Peanut Butter (Or Jelly)
- ✓ Two slices of bread
- ✓ Knife
- ✓ Blindfold



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- ✓ A private room

Instructions:

Gather your small group and blindfold one member. Hide in your room some peanut butter or jelly, two slices of bread, and a knife to spread it with. Challenge your group (and the blindfolded person) three times to make a peanut butter sandwich:

✓ Round One

Simply tell the blindfolded person that it is his or her job is to make a peanut butter sandwich in 90 seconds. He or she will undoubtedly fail without help.

✓ Round Two

Tell the group they can instruct the blindfolded individual, guide him or her toward the ingredients, etc. They cannot touch the blind person or the ingredients, but they can talk to blindfolded person. They might (the chances are slim) meet the goal of 90 seconds.

✓ Round Three

Tell the group they can do anything in their power to help (don't tell them, but this includes make the sandwich themselves). They are certain to succeed this time.

Advice for the Facilitator

Discussion Questions:

- ✓ Which one of these rounds was the hardest? Why?
- ✓ Which round was the easiest? Why?
- ✓ Is there anyway that someone who was blindfolded could actually complete the goal without help?
- ✓ How easy do you think it is for people who are spiritually blind to have positive attitude without help from someone else?
- ✓ What do you think our role is in helping other people to feel better? Should it be like our first try through the game (no help), the second time through the game (talking only), or like the third time when we did whatever we could, actually helping the person complete the task?

Main part/Activity 3: Powerfully Positive Thinking

Powerfully positive thinking is self-talk that encourages and promotes a healthy positive attitude. It is valuable because people tend to be quick to talk about what they believe to be their negative qualities. As a result, they have a difficult time seeing and verbalizing their individual self-worth and value.

Designing Powerfully Positive Thinking Cards encourages each participant to articulate their valuable qualities and helps to promote in them a continual feeling of self-confidence.

What You'll Need:



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- ✓ A set of Powerfully Positive Thinking Cards for each participant (see below)
- ✓ Pencils or pens
- ✓ Crayons or felt pens/coloured markers
- ✓ A private room

Instructions

- ✓ Begin a discussion about the difference between positive and negative self-talk.
- ✓ Ask each person to talk about a time she/he accomplished something she/he is proud of. When everyone has had a turn, encourage them to reflect upon their individual qualities that helped them to accomplish what they discussed. Encourage everyone to share briefly what they came up with.
- ✓ Talk about powerfully positive thinking and explain the three different ways it can be used by them. **I AM** (a statement of who they are), **I CAN** (a statement of what they can achieve) and **I WILL** (a statement of self-belief). Examples of each statement include the following:
 - ✓ I am smart, I am a great soccer player, I am funny and I am a great friend
 - ✓ I can get through tough times, I can help out my friends, I can control my anger and I can believe in myself.
 - ✓ I will like myself more, I will be more helpful to my parents, I will succeed in school and I will have a great job I love.
- ✓ Give each person a Powerfully Positive Thinking Card from each of the three categories and encourage her/him to write a powerfully positive thinking statement in each square. If anyone is having trouble with the statements, encourage the others to help. The cards can be decorated if time allows.
- ✓ When they are all finished, invite everyone to share their powerfully positive thinking statements with the group.
- ✓ Encourage participants to place the cards in their lockers, on their mirrors, in their rooms, in their diaries, or in their scrapbooks or to carry them in their backpacks or purses/wallets. Also remind them to repeat their powerfully positive thinking statements often!

Advice for the Facilitator

Discussion Questions:

- ✓ Why do people often struggle with talking about their positive qualities?
- ✓ What are some ways you can combat your negative thinking with positive thinking?
- ✓ How will you use what you have learned today?

Closure/Activity 4: *The Strengths Wheel*

After the participant is aware of his strengths and the way they are manifested in his or her life, the next step is to explore ways to optimize strength use. In order to optimize strength use, it is important to become aware of the potential for growth in a given context.



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For some strengths, there may be sufficient room and opportunities for using them more frequently and/or more intensely. For other strengths, certain limitations may prevent the strengths from being used more. The present exercise can be a valuable tool for gaining access to this information.

The goal of this exercise is to create a graphical representation of the possibility for existing strengths to be used more or less. The advantage of using this approach is that the participant can immediately see what strengths are used too little, or too much. In addition, this exercise offers a nice starting point for creating future plans to increase or optimize strengths use.

What You'll Need:

- ✓ Pencils or pens
- ✓ Worksheet (see below)
- ✓ A private room

Instructions:

After identifying the strengths of your participants, it can be helpful to investigate if there is room to use the strengths more often.

The Strengths Circle can be used to make a graphical representation of the extent to which strengths are used (current use) and the room that exists to use the strengths more (scope). The center of the circle represents a score of '0' and the outer rim a score of '10'.

Ask the participants to place two marks in each segment of the circle indicating:

- ✓ To what extent they currently use that strength in the chosen context (e.g. work); and
- ✓ How much scope there is for using that strength more in that context.
- ✓ Next, draw a triangle that connects the two marks.

The bigger the gap between the current use and the scope, the bigger the triangle should be and the more potential there is for using that strength more.

Advice for the Facilitator:

Obviously, asking participants to indicate the extent to which they currently use a strength and the room they believe that exists for using the strength more is a very subjective estimation. Rather than providing an objective indication, the goal of this exercise is to create a global insight into the strengths that can be expanded in a given context (e.g. work or private life).

For participants, it is nice to receive a copy of this exercise. For instance, they can use it to discuss and explore possibilities with other people that may be involved in the context at hand (e.g. their



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employer).

Discussion Question:

- ✓ What do you notice when you take a look at the graph?
- ✓ Overall, how would you consider your strengths to be useful in this context?
- ✓ Which strengths allow to be used more?
- ✓ Which strengths leave little or no room for expansion?
- ✓ What could you do to start using your strengths more in this context?

Example

On the Activities Worksheets there is a completed graph as an example. In this graph, it becomes immediately obvious that the chosen context (work) is far from ideal for expressing and building the strengths of social intelligence and leadership. This is indicated by the small arrows close to the core of the circle. These arrows indicate that the current strength is not used much and that there is not much potential for growth.

Often, when this pattern applies to three or more strengths, it is very likely that the current context of the participant is far from ideal. These patterns are often visible for participants who don't like their jobs. It can be both an eye-opening and confronting experience for participants to plot their strengths in this way.

Resources

- A set of Powerfully Positive Thinking Cards for each participant
- Pencils/pens
- Sheets of paper
- A private room
- Crayons or felt pens/coloured markers
- Printed worksheets
- Peanut Butter (Or Jelly)
- Two slices of bread
- Knife
- Blindfold
- A computer and a projector will be helpful for the activities



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ASSESSMENT

The facilitator will discuss after the end of each activity.

Activity 1: the discussion will be based on the letters of each participant.

Activity 2: Discussion Questions,

- Which one of these rounds was the hardest? Why?
- Which round was the easiest? Why?
- Is there anyway that someone who was blindfolded could actually complete the goal without help?
- How easy do you think it is for people who are spiritually blind to have positive attitude without help from someone else?
- What do you think our role is in helping other people to feel better? Should it be like our first try through the game (no help), the second time through the game (talking only), or like the third time when we did whatever we could, actually helping the person complete the task?

Activity 3: Discussion Questions

- Why do people often struggle with talking about their positive qualities?
- What are some ways you can combat your negative thinking with positive thinking?
- How will you use what you have learned today?

Activity 4: Discussion Question:

- What do you notice when you take a look at the graph?
- Overall, how would you consider your strengths to be useful in this context?
- Which strengths allow to be used more?
- Which strengths leave little or no room for expansion?
- What could you do to start using your strengths more in this context?

Moreover, each participant will fill out an evaluation form which will include the following questions:

- How useful was the lesson?
- What skills did you learn?
- What was the most challenging?
- Could you apply these knowledges in your work?
- Do you believe this lesson will be useful in the future for other session?



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REFLECTION&CALL TO ACTION

- Facilitator will try to develop a competency and skill sets in the participants in order to perform them effectively and efficiently in the work or other place.
- Facilitator will communicate to the participants about what is expected out of training in a simple and professional way.
- Facilitator will promote communication and creativity among all.
- Facilitators will empower the participants.
- Facilitators will ensure that each participant be active.
- Facilitator will control possible conflict situations.
- Facilitator will reformulate ideas regularly, clearly stated, accent the points of convergence and divergence between the participants, seeking to reach in the objectives of activities.
- Facilitators will reformulate everything that was produced by the team, during the discussion and the development of activities, in order to reach the objectives initially set.
- Facilitator will ask participants to present in groups the gained knowledge ensuring that everyone will implement learned outcomes.

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ACTIVITIES WORKSHEETS:

Worksheet – Activity 3

POWER CARDS

Copy and cut out the following cards.
Give one card from each category to each participant.

I am.....

I can.....

I will.....



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Worksheet – Activity 4

Completed Graph – as an example:



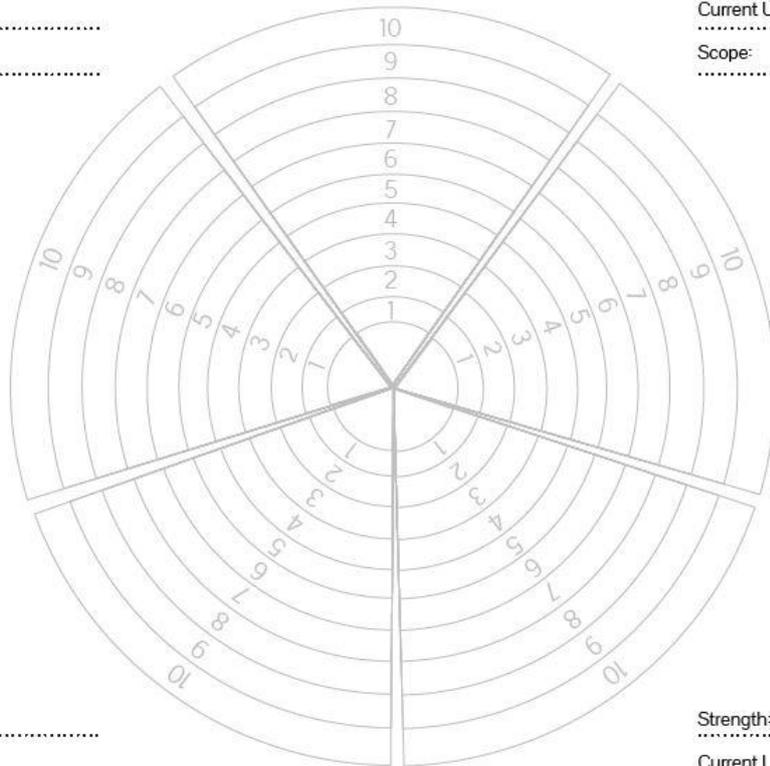


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Strength:
Current Use:
Scope:

Strength:
Current Use:
Scope:

Strength:
Current Use:
Scope:



Strength:
Current Use:
Scope:

Strength:
Current Use:
Scope:



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Lesson Plan

Topic: POSITIVE ATTITUDE

Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- self assesment
- communication,
- personal development
- positive attitude toward one's own person
- develop self-awareness and self-esteem
- identify the defining elements of one's own personality
- building a positive self-image.

LESSON STRUCTURE:

Introduction/Activity 1:

Motivating the theme choice:

The trainer announces that the participants will take part in an ice break exercise that will anticipate the theme of that time.

This exercise involves a task whose performance expresses the ability of participants to identify their own qualities and flaws. Thus, they must find a quality and a defect, starting with one of the letters of



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their name (eg: Betty - quality- believing, defect – blustering)

Self-image - The teacher records the title on the smart board, and students on the sheets;
Lesson objectives are presented in the form of a preview of the hour, through active verbs and measurable activities, taking into account Power Point presentation:

- Who am I?
- What are the components of self-esteem?
- How does self-esteem develop?
- Is encouraging a way to develop self-esteem for children?
- What is self-esteem?

How do I see me? How do the others see me? We are different?

The following table¹⁴ will be written on the flip chart, and each student will choose a table of the table that he thinks best matches his right and left colleagues (he will write his name in red), and he in turn he will fit into a box of the table and write his name in black.

The teacher concludes that each person has an image of their own, which does not always coincide with the way they are perceived by others around them.

Main part/Activity 2:

Students extract from an envelope the tickets that are passed features of people with low or high self-esteem. They are asked to look for each similar definition or term (synonym) in Dex and distribute them to one of the two columns in the table on the flip-chart.

threatened
responsible
respectful
revenge
apathetic
malleable
impulsive
brave
tolerant
understand
angry
right
rancorous
point
disciplined
violent
honest

¹⁴ See the Worksheet – Activity 1



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hostile
envious
liar
nervous
conciliatory
rational
slack
proud

People with high self-esteem	People with low self-esteem

Main part/Activity 3: "WE ARE DIFFERENT"

Each participant chooses a quality that he does not have a defect he does not have on the list, and each one asks the neighbor to choose the quality and the one left to choose the defect. The open and sincere communication will prove that each is unique and valuable as it is with its individuality and personality.

Closure /Activity 4: "Don't do anything" game

A group of persons sit in front of the trainer, as comfortable as possible. At his signal, a person in the group starts a direct conversation with the others Everything starts with the phrase : Don't look at me, I've got nothing to do, and from that moment on he/she will have to improve a text . For example : " I'm just standing here,and there's nothing going on. You would better look the other way. If the trainer notices any kind of self-pity, drama, or anything of this kind, will put someone else play that same role. The main purpose is the noticing of personal comfort and sincerity, which helps you in being yourself without trying to seem any more interesting.

Resources

- A) Pedagogical (methods and teaching methods): Breaking ice game, the debate, the storm of ideas, conversation, exposure, questioning.
- B) Materials: computer, projector, writing instruments, flip-chart, worksheets, boards, post-it, dictionaries, smart board
- C) Time: 60 minutes



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ASSESSMENT

- **Verification conversation** (by questions and answers);
Verification conversation (questions / answers) is heavily structured because the intent to verify is obvious; the initiative belongs almost exclusively to the evaluator teacher, who controls the situation;
It involves finally communicating appreciation.
- **Reaction of course participants:** the participants' reactions to the positive attitude are appreciated.
This information does not give a picture of what they have learned newly, but only of how they felt at the course.
- **Acquired Skills:** Assess how the course helped participants acquire new knowledge, skills and attitudes. By assessing the learning process, one can determine which approaches and activities were really effective in acquiring new skills. The following techniques are used to assess the learning process: tests (oral and written), simulations, observation.
- **Utility / Applicability:** Can some of what the learners have learned? It can be traced to what extent the learners have learned what they have learned in their day-to-day lives or in their professional work. In this situation, it is important for you, a course participant, to monitor and monitor if you really use what you have learned, when, where, and how, if there is any progress from when you first attended the course.

REFLECTION&CALL TO ACTION

After the lesson, reflect on the progress of the didactic process and mark it at the end of the didactic project or in a special notebook that is the didactic journal.

Reference may be made to:

- what you should not forget about preparing for the next training session;
- how many of your target content was not reached, and you'll need to redistribute them to another time associated with another theme;
- the successful and unsuccessful aspects of the class;
- mood before and after hours;
- advice that you would give to a colleague / teacher;
- feed-back analysis received from learners, etc.



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We suggest the utility of recording the following:

Do not forget!

Teaching journal

Works for the student's portfolio

The term of teaching

Teaching materials required for a later date

Mood

Strengths and weaknesses of the lesson

What would you keep and what you would change from the current lesson scenario

Self-rating: the mark

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ACTIVITIES WORKSHEETS:

Worksheet – Activity 1

Has brown eyes	Is blond	It's punctual	Friendly
With the initiative	It's short hair cut	It's funny	She/He loves to read a lot
Careful with others	Wearing glasses	Courageous	Kindly
Interested, willing to know as much as possible	Worthy of confidence	Ambitious	Modest
It is easily annoyed	Disciplined	Active	Perseverent
Has a clock	It's funny	Delay	Right, honest



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Lesson Plan

Topic: **POSITIVE ATTITUDE**

Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

- 1. Soft Skills
- 2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- getting to know the mind
- taking control of life's experiences
- developing self-esteem
- creating one's own reality
- making daily living a positive experience

LESSON STRUCTURE:

Introduction/Activity 1:

Motivating the theme choice:

How do you train your mind to think positively?

Forming your mind to think positively can be achieved by using a simple concept. Your mind has plenty of bandwidth to focus on just one thought. All you have to do is focus on elevating thoughts until you form the same types of neural pathways created when setting a new habit.



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When a negative event occurs, note that your answer really determines the outcome. Always look at the positive response or the optimistic lesson when such events occur.

Exercises:

The trainer divides the students into two equal groups. They place them on two rows, each one seeing the back of his face.

The first in the first row tells a happy story, insisting on the words describing the state of well-being. Everybody has to be very careful. The next one, the one behind the speaker, has to say a word spoken by the storyteller describing the state of well-being or positive attitude. After the first in the first group said the word, the first in the second group will pronounce the antonym of the proposed word. To the one who does not remember the story of the storyteller, or the one who does not know the antonym, the game stops and ends. Another storyteller tells a story about a happy happening.

Main part/Activity 2:

How you think about yourself and how you use your mind immediately affects your relationship with yourself and others. Trust, love, respect, understanding, and good communication characterize any good relationship. Are you a good friend and companion?

WHO WILL BENEFIT:

Groups or teams that will appreciate the impact that negative thinking has on business performance and who want to plan a positive future. Game play. Open Reply to:

BY THE END OF THE POSITIVE THINKING TRAINING COURSE STUDENTS WILL BE ABLE TO:

- identify the skills and attitudes involved in helping staff to solve their own problems
- recognise the value of using counselling skills in the workplace
- benefit from practical sessions in small groups
- discuss the difference between counselling and other forms of support, guidance and development
- understand your preferred counselling style
- make best use of body language, listening and oral communication.

Main part/Activity 3:

Each participant in the course will have to immediately react to the question asked by the trainer by a short and sincere answer.

Ex. Trainer: What do you have today?

Student: I have a job done tomorrow!

Trainer: Tell me a positive thing about this work!

Student: I can not! It's a lot of work!

Trainer: But do not you enjoy learning something new?

Student: No, I prefer not to work so much!

Trainer: If you do the job well, you will receive a reward!

Student: Yes, but ...



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Trainer: Then you can have money and free time for you!

Student: Ok, I'm leaving immediately and I'm going to work! Thank you!

Trainer: Finally, I discovered the positive attitude! Success!

Closure/ Activity 4

Building the bridge¹⁵

The task for this challenging training game is to build a self-supporting bridge using just the 24 batons provided. No other team is allowed and must weigh one kilogram.

A simple task, but careful planning and communication are necessary - you can only succeed if you have a positive attitude, if you are serious, conciliatory, communicative!

How far can your team go?

Participants begin building the bridge over a "stream" beginning at both ends. The bridge approaches them as the two sides of the bridge become one.

Key factors for success are coordination, co-operation and adjustment (in terms of construction method) between the two subgroups.

It is vital for the team to think first because, due to the enthusiasm and the impulse to solve problems, to buy resources and see your bridge, it is difficult to keep cool.

Participants will learn:

- read the instructions carefully
- consider all options
- think and plan before doing it
- think outside the box
- trust, support, and encourage other team members
- optimizing the use of the abilities of individuals.



¹⁵ <https://www.briantracy.com/blog/category/business-success/>



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Resources

- a. pedagogical (methods and teaching methods)
 - the debate
 - the storm of ideas
 - conversation
 - exposure
 - questioning

- b. Materials
 - computer
 - projector
 - writing instruments
 - flip-chart
 - worksheets
 - boards
 - post-it
 - - teaching materials - 50 chopsticks of equal size - 15 cm and 20 chopsticks of equal size - 30 cm

- c. Time: 60 minutes

ASSESSMENT

- **Verification conversation** (by questions and answers);
Verification conversation (questions / answers) is heavily structured because the intent to verify is obvious; the initiative belongs almost exclusively to the evaluator teacher, who controls the situation;
It involves finally communicating appreciation.
- **Reaction of course participants:** the participants' reactions to the positive attitude are appreciated.
This information does not give a picture of what they have learned newly, but only of how they felt at the course.
- **Acquired Skills:** Assess how the course helped participants acquire new knowledge, skills and attitudes. By assessing the learning process, one can determine which approaches and activities were really effective in acquiring new skills. The following techniques are used to assess the learning process: tests (oral and written), simulations, observation.
- **Utility / Applicability:** Can some of what the learners have learned? It can be traced to what extent the learners have learned what they have learned in their day-to-day lives or in their professional work. In this situation, it is important for you, a course participant, to monitor and monitor if you really use what you have learned, when, where, and how, if there is any progress from when you first attended the course.



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REFLECTION&CALL TO ACTION

After the lesson, reflect on the progress of the didactic process and mark it at the end of the didactic project or in a special notebook that is the didactic journal.

Reference may be made to:

- what you should not forget about preparing for the next training session;
- how many of your target content was not reached, and you'll need to redistribute them to another time associated with another theme;
- the successful and unsuccessful aspects of the class;
- mood before and after hours;
- advice that you would give to a colleague / teacher;
- feed-back analysis received from learners, etc.

We suggest the utility of recording the following:

Do not forget!

Teaching journal

Works for the student's portfolio

The term of teaching

Teaching materials required for a later date

Mood

Strengths and weaknesses of the lesson

What would you keep and what you would change from the current lesson scenario

Self-rating: the mark

For PPT Ctrl+click here:



For Additional tools Ctrl+click here:





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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

POSITIVE ATTITUDE

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Positive Attitude
learning resources	<p>1) Infographic by Nigel Holmes on Growth vs. Fixed Mindsets http://www.megsonline.net/lee_meg3.pdf</p> <p>2) Positive Attitude is Everything... In 2 Minutes or Less! In this video, Real Estate Entrepreneur J. Massey explains how positive thinking in your life can lead to positive change. https://www.youtube.com/watch?v=H6jBB5iE0YA</p> <p>3) Song - <i>Who Says</i> by Selena Gomez&The Scene. <i>Who Says</i> carries a powerful message: you have every reason to feel beautiful in the skin you're in, and don't let anyone tell you otherwise. These are just among a few of the positive lyrics in her song: "You've got every right to a beautiful life," Gomez sings: "Who says, who says you're not perfect? Who says you're not worth it? Who says you're the only one that's hurtin'?"</p>



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	<p>https://www.youtube.com/watch?v=BzE1mX4Px0I</p> <p>4) 15 Uplifting Quotes for Positive Vibes https://www.success.com/15-uplifting-quotes-for-positive-vibes/</p>
<p>2-3 work sheets that can be used in the training session activities</p>	<p>1. A positive journal is an effective way to use journaling to improve the attitude&mindset. The worksheet encourages participants to make a point of recognizing positive experiences, however big or small: https://www.therapistaid.com/worksheets/positive-journal.pdf</p> <p>2. Worksheet – Positive Activities for Behavioral Activation – creating a list of activities that someone find rewarding https://www.therapistaid.com/worksheets/activities-behavioral-activation.pdf</p>
<p>2 participatory teaching&learning methods and how they could be used by trainer related to this topic</p>	<p>1. Small group exercise - "Start, Stop, Continue" technique. It has 3 main elements: START: What are the things we have to start doing for practicing a positive attitude on daily basis? STOP: What do we do now and should we stop? CONTINUE: What do we do now as positive attitude and should we continue the same?</p> <p>Participants are divided into 3 groups. Each group is responsible for identifying the behaviors and actions that belong to an element of this working technique. After identification, a group representative presents an inventory to the other groups.</p>



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	<p>2. Role play - "Consultants" - teams of 3-4 participants are formed. One person in each group assumes the role of consultant. The other come with a situation related to an obstacle that they encounter in family, at work, in the community etc. The consultant tries to identify positive aspects for addressing that obstacle or restriction. Roles can change between group members to give as many participants the opportunity to play both roles. The role play allows participants to give advice to each other.</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>1. VIA Character Strengths Questionnaire - It's a free tool and takes about 30 minutes to be done by each participant. Note: The free version gives a short feedback report showing the rank order of each person VIA character strengths. This is enough to get him/her thinking on own strengths. <u>VIA Character Strengths Questionnaire</u></p> <p>Research reveals that people who use their strengths every day are:</p> <ul style="list-style-type: none"> • 3x more likely to report having an excellent quality of life • 6x more likely to be socialyy&profesionally engaged <p>2. Positive Attitude Tool - Board of Love: On a board each participant sticks 2 messages of love: I love myself for that; I love my life for that.....</p>
<p>1 evaluation form for learners</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>1 self-evaluation form for trainer</p>	<p>See Evaluation Sheets Section – bellow</p>



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list of sources of inspiration/bibliography

”Power of Positive Thinking” – Norman Vincent Peale

Passport Program – AnnVernon

Average to A+: Realising Strengths in Yourself and Others – Alex Linley

https://www.actionforhappiness.org/media/80216/happiness_action_pack.pdf

<https://www.berkeleywellbeing.com/berkeley-happiness-program.html>

https://www.actionforhappiness.org/media/52486/340_ways_to_use_character_strengths.pdf

<https://www.actionforhappiness.org/take-action/find-your-strengths-and-focus-on-using-them>

<https://www.thepathway2success.com/why-positive-self-talk-is-worth-it/>

<https://www.success.com/7-practical-tips-to-achieve-a-positive-mindset/>



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EVALUATION SHEETS:

a) *Learners Evaluation sheet of the lesson:*

Below are a series of statements. Please respond by circling the number you feel most reflects your opinion.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
The course satisfied my own needs and expectations	5	4	3	2	1
The content was presented at a level which could readily be understood	5	4	3	2	1
There was opportunity for group work	5	4	3	2	1
There was opportunity for individual participation	5	4	3	2	1
The material presented had practical relevance	5	4	3	2	1
The course content built on prior learning and experience	5	4	3	2	1



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I feel I contributed to class discussion&activities	5	4	3	2	1
I was motivated to learn	5	4	3	2	1
Course handouts & texts helped reinforce learning	5	4	3	2	1
There was a variety of teaching methods	5	4	3	2	1
The trainer achieved a good rapport with the group	5	4	3	2	1
There was opportunity for feedback and evaluation	5	4	3	2	1

Which aspects of the course worked well?



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How could the course be improved?

b) Trainer Self Evaluation & Reflection Sheet:

Training elements	Inadequate	Requires Improvements	Good	Outstanding
Encouraging active participation of learners				
Time management				
Questioning				
Pace of participants				
Differentiation				



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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

POSITIVE ATTITUDE

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Positive Attitude
1 learning resource	Positive thinking https://www.youtube.com/watch?v=6DsxIkh0YEO
2-3 work sheets that can be used in the training session activities	My Strengths and Qualities https://www.google.com/search?q=positive+attitude+worksheet&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiF8Oyg_8LiAhV0AGMBHYPKCmwQ_AUIDigB&biw=983&bih=598#imgdii=fKHmcAQIC5KUSM:&imgrc=dwtM1n4RfUQ5iM: Positive Thoughts & Affirmations https://www.google.com/search?q=positive+attitude+worksheet&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiF8Oyg_8LiAhV0AGMBHYPKCmwQ_AUIDigB&biw=983&bih=598#imgrc=UC4IVA0NTVoZLM:



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<p>2 participatory teaching&learning methods and how they could be used by trainer related to this topic</p>	<p>7 Tips to Encourage a Positive Attitude in Students</p> <p>https://blog.connectionsacademy.com/7-tips-to-encourage-a-positive-attitude-in-students/</p> <p>Tips To Encourage a Positive Attitude in Students for Better Learning</p> <p>https://positivewordsresearch.com/tips-encourage-positive-attitude-students-better-learning/</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>Positive & Negative thinking Great Lesson</p> <p>https://www.youtube.com/watch?v=B-qJ8fu0rrI</p> <p>The Power of Positive Thinking</p> <p>https://www.occhd.org/application/files/6314/9955/1799/The_Power_of_Positive_Thinking.pdf</p>
<p>1 evaluation form for learners</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>1 self-evaluation form for trainer</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>list of sources of inspiration/bibliography</p>	<p>Ashley Cullins (17 May 2018): «7 Activities to Help Your Child Develop a Positive Attitude», <i>Big Life Journal</i> <https://biglifejournal.com/blogs/blog/children-positive-attitude>. [Consulting: 23-05-2019].</p>



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Education World (n.d.): «Four Activities for Positive Thinking Day», *Education World* <<https://www.educationworld.com/teachers/four-activities-positive-thinking-day>>. [Consulting: 23-05-2019].

Janelle Cox (n.d.): «5 Classroom Activities to Develop Positive Attitudes», *Teach Hub.com* <<https://www.teachhub.com/5-classroom-activities-develop-positive-attitudes>>. [Consulting: 23-05-2019].

Katherine Hurst (n.d.): «How To Be Optimistic: 15 Positive Thinking Exercises», *The Law of Attraction.com* <<http://www.thelawofattraction.com/positive-thinking-exercises/>>. [Consulting: 23-05-2019].

EVALUATION SHEETS:

a) *Learners Evaluation sheet of the lesson:*

Please respond to the following questions:

1. What did you like most about this training?

2. What did you dislike most about this training?



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3. What 2 specific changes could improve this training?

4. Please make any additional comments or suggestions about this training and/or the trainer.

b) Trainer Self Evaluation & Reflection Sheet:

Overall Evaluation (indicate one)	SATISFACTORY	UNSATISFACTORY
<p><i>I. CLASSROOM INSTRUCTION</i></p> <p>A. Planning and Preparation</p> <p>B. Teacher/Student Relationships</p> <p>C. Class Management</p> <p>D. Management of Student Behavior</p>		



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<p>E. Instructional Time</p> <p>F. Instructional Presentation</p> <p>G. Instructional Monitoring of Student Performance</p> <p>H. Instructional Feedback</p> <p>I. Facilitating Instruction</p>		
<p><i>II. INTERPERSONAL/PROFESSIONAL RESPONSIBILITIES</i></p> <p>A. Communicating with Participants</p> <p>B. Maintaining Accurate Records</p> <p>C. Showing Professionalism</p>		



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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

POSITIVE ATTITUDE

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Positive Attitude
1 learning resource	The Power of Positive Thinking https://www.occhd.org/application/files/6314/9955/1799/The Power of Positive Thinking.pdf
2-3 work sheets that can be used in the training session activities	Oxford Happiness Questionnaire http://www.blake-group.com/sites/default/files/assessments/Oxford_Happiness_Questionnaire.pdf Optimism Teaching Worksheet https://worksheetplace.com/mf_pdf/Optimistic-Teaching-Idea.pdf
2 participatory teaching&learning methods and how they could be used by trainer related to this topic	Three Step Process to Teaching a Positive Attitude https://www.nationalskills.org/three-step-process-to-teaching-a-positive-attitude/



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	<p>How to get Students Thinking Positively for Better Learning</p> <p>https://www.wabisabilearning.com/blog/get-students-thinking-positively</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>Short Story: The Black Dot</p> <p>One day a professor entered the classroom and asked his students to prepare for a surprise test. They waited anxiously at their desks for the test to begin. The professor walked around the class and handed the question papers with the text facing downwards.</p> <p>Once he handed them all out, he asked his students to turn the page and begin. To everyone’s surprise, there were no questions, but just a black dot in the center of the page. The professor thoroughly read through everyone’s bewildered expressions and said- “I want you to write what you see there.”</p> <p>The perplexed students began to do what they had been asked to do.</p> <p>At the end of the class, the professor took all the answer papers and started reading each one of them aloud in front of all the students. All of them with no exceptions described the black dot, trying to explain its position in the middle of the sheet, etc. After all had been read, the classroom silent, the professor began to explain:</p> <p>“I am not going to grade you on this test; I just wanted to give you something to think about. No one wrote about the white part of the paper. Everyone focused on the black dot – and the same happens in our lives. This is exactly what we end to do with our lives. We have a white paper to hold onto and enjoy ,but we are so busy contemplating</p>



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	<p>about the dark spots that’s in there. Life is a special gift and we will always have reasons to celebrate. It is changing and renewing everyday- our friends, jobs, livelihood, love, family, the miracles we see every day.”</p> <p>And yet we insist on focusing only on the dark spots – the health issues that are bothering us, the money that we need to have, the luxuries we don’t have, complications in any relationship, problems with a family member, the disappointment with a friend and so on.</p> <p>You need to realize that the dark spots are very small and only few. And yet we allow these to pollute our minds.</p> <p>Take your eyes away from the black spots in your life. Enjoy each one of your blessings, each moment that life gives you.</p> <p>Be happy and live a life positively!</p> <p>https://alltimeshortstories.com/tag/positive-thinking/</p> <p>Video: Best Inspiring Story for Students Videos on Positive Thinking</p> <p>https://www.youtube.com/watch?v=K8nRwA7cj38</p>
1 evaluation form for learners	See Evaluation Sheets Section – bellow



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1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p>Positive Vs Negative Attitude (Definition, Examples, Differences) https://iedunote.com/positive-negative-attitude-example-difference</p> <p>18 Simple Ways to Keep a Positive Attitude at Work https://wheniwork.com/blog/18-simple-ways-to-keep-a-positive-attitude-at-work/</p> <p>Activities: http://www.tindon.org/comenius/educational_units/2_happiness_activities.pdf https://www.educationworld.com/teachers/four-activities-positive-thinking-day https://www.teachhub.com/5-classroom-activities-develop-positive-attitudes</p> <p>4 Short Stories http://www.marcandangel.com/2013/05/21/4-short-stories-change-the-way-you-think/</p> <p>18 Self-Esteem Worksheets and Activities for Teens and Adults https://positivepsychologyprogram.com/self-esteem-worksheets/ https://positivepsychologyprogram.com/positive-psychology-exercises/ https://www.teensundayschool.com/activities/helping-those-in-need http://lifeskiller.com/positive-thinking-activities/ https://positivepsychologyprogram.com/positive-psychology-exercises/</p>



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EVALUATION SHEETS

a) Learners Evaluation sheet of the lesson:

Please, give your feed back regarding these aspects:

1. How useful was the training for you?

2. Could you apply these skills in your current activity?

3. What changes would you recommend to improve this training?

4. What did you like best about your instructors teaching?

5. Any further, constructive comment:



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b) Trainer Self Evaluation & Reflection Sheet:

Please, rate on a scale of 1-5, **1** being the lowest, **5** being the highest

1. Overall, I was pleased with the training.

2. List two things that went well.

1st

2nd

3. List two things that could have been better.

1st

2nd

4. How I rate myself in the following areas:

a) Focused on the learner

b) Pace of the training well

c) Facilitated effective participants activities



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d) Felt prepared

e) Had mastery of the content

5. Do you feel:

a) your participants have gained the knowledge in the relevant subject?

b) you have ensured team spirit?

c) you have promoted the communication?

d) you have managed the conflicts?



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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

POSITIVE ATTITUDE

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Positive Attitude
learning resource(s)	1) Study.com https://study.com/academy/lesson/positive-attitude-lesson-plan.html 2) Education word https://www.educationworld.com/teachers/four-activities-positive-thinking-day 3) Teachers pay teachers https://www.teacherspayteachers.com/Product/Constructing-a-Positive-Attitude-1802679
2-3 work sheets that can be used in the training session activities	1. Worksheet 1– Positive Activities for Behavioral Activation – Paper sheets that students write people's features with low or high self-esteem. They need the dictionary to look for each definition or similar term (synonym) and distribute them in columns on the flip-chart.



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2. "Reflecting Over the Year"

The worksheet is titled "WORKSHEET Reflecting Over the Year" and includes a "SELF AVENUE" logo. It is dated "2015: My Year" and has a "Date" field. The worksheet contains four sections for reflection:

- 1 GRATTITUDE**: I am most thankful for.
- 2 FANTASTIC THINGS**: That have happened this year.
- 3 ACHIEVEMENTS**: I am proud of these things.
- 4 LEARNINGS**: I have learned.

2 participatory teaching&learning methods and how they could be used by trainer related to this topic

"So..so.." game
 By working in pairs, a person makes the simple gesture of claping his/her hands while sitting on an empty chair. The other person will ask him/her to develop that action. The idea is to do the first thing that comes up into your mind.
 For example : a participant will touch the chair with his / her hand, and another one shall ask : So ? The first person will then move the chair, the other will ask again , so ? etc.
 The game mechanism asks for rules , the rules ask for restrictions , and the restrictions



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cause reactions. All the games are created in order to limit the options, and put you in the situation of reacting. The games will lead you into a world where everything is real. If a game is good, it will always invite you and give you the freedom to do what you like, but on the other side, also respect it's precise rules. Rules always give you the impression that you are doing what it's right . That is a false impression. Rules do nothing more than lead the associations into a certain direction. When coincidental ideas meet over and over again stable parameters, we have the tendance to build a story. As much as we develop it , as much we pass from associations to real representations of the story. The insistance of So, leads to the development of the action, being also the easiest way to self-assesment and face reality.

2. Articipatory approaches to learning about positive attitude are active approaches that encourage people to think for themselves. Participants actively contribute to teaching and learning, rather than passively receiving information from outside experts, who may not have local understanding of the issues. The approach encourages people to share information, learn from each other, and work together to solve common problems.

As people become more experienced with the approach, they take increasing responsibility for planning their own learning sessions. They learn how to work together in a group. They also gain experience in using the activities and visual tools to do their own fieldwork.

Participants can bring what they have learned back to their own organisations and communities, and continue to use facilitator techniques and participatory tools locally. Participatory learning also ultimately provides people with a framework of skills that they can use in any situation to explore issues and take action. Participatory approaches are used in situations where a number of people must work together to resolve a common problem.



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	<p>Good problem solving requires input from a variety of people with many types of experience and expertise. It also includes everyone who is interested in finding the best solution —the stakeholders. Experience shows that when everyone contributes to the learning process, then people feel more ownership of the problem and develop more appropriate solutions for their context.</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>1. Ice break exercise - The trainer announces that the participants will take part in an ice break exercise that will anticipate the theme of that time. This exercise involves a task whose performance expresses the ability of participants to identify their own qualities and flaws. Thus, they must find a quality and a defect, starting with one of the letters of their name (eg: Betty - quality- believing, defect – blustering)</p> <p>2. Self image - The teacher records the title on the smart board, and students on the sheets; Lesson objectives are presented in the form of a preview of the hour, through active verbs and measurable activities, taking into account Power Point presentation:</p> <ul style="list-style-type: none"> - Who am I? - What are the components of self-esteem? - How does self-esteem develop? - Is encouraging a way to develop self-esteem for children? - What is self-esteem?...
<p>1 evaluation form for learners</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>1 self-evaluation form for trainer</p>	<p>See Evaluation Sheets Section – bellow</p>
	<p>”Power of Positive Thinking” – Norman Vincent Peale</p>



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list of sources of inspiration/bibliography

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<https://www.berkeleywellbeing.com/berkeley-happiness-program.html>

<https://www.uen.org/lessonplan/view/13114>

<https://www.success.com/7-practical-tips-to-achieve-a-positive-mindset/>

https://www.google.com/search?q=worksheets+for+positive+attitude&client=firefox-b&tbm=isch&source=iu&ictx=1&fir=j9fH4GR_4O3NpM%253A%252CK8yQw_PEjt_HHGM%252C_&vet=1&usg=AI4_-kRIWY7nJFF0mZYJxvxJ_S-6_LSTw&sa=X&ved=2ahUKEwjls_CF1ovjAhUulosKHdi6B6kQ9QEwDnoECBAQIA#imgrc=lu2ABjVHx8_IYM:&vet=1



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

ASSIGNMENT, WORK OUT AND RESULT

1. Have you been motivated to attend the course?
 yes not really not at all
2. How well do you think the knowledge-level of the training matched your level?
 insufficient sufficient good very good
3. How much did you learn during the training?
 insufficient **sufficient** **much** **very much**
4. Did you gain insight into your future ‘working? field’? yes not really not at all

KNOWLEDGE, SKILLS AND ATTITUDE LEVEL

5. Did you notice some inadequacies in your knowledge during the training?



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yes. somewhat no

Remarks:

6. Did you notice some inadequacies in your skills during the course?

yes somewhat no

Remarks:

7. Did you notice some inadequacies in your attitude during the training?

yes somewhat no

Remarks:

ORGANISATION

8. Did you have adequate information in advance?

yes not really not at all

9. Have you understood why you need a positive attitude in solving the problems you encounter?



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- yes partly no
10. Was the length of the training sufficient to understand the topic addressed?
- Yes more hours app.:... less hours app. :.....

b) Trainer Self Evaluation & Reflection Sheet:

No	AREA OF RATING	<-----lowest-----RATING-----Highest----->
		0 1 2 3 4 5 6 7 8 9 10
1	The training met my expectations	
2	The training objectives were met	
3	The materials distributed were pertinent and useful	
4	The topics covered were relevant to programme objectives	
5	Exercises, workshops & Group Discussions were useful	
6	The time allotted for training was sufficient.	
7	This training experience will be useful	
8	Venue and Infrastructure	
9	Service by support staff	
10	Overall rating of the programme	

2. Your suggestions for improvement:



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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

POSITIVE ATTITUDE

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Positive Attitude
learning resource(s)	1) Positive education - https://www.teachhub.com/5-classroom-activities-develop-positive-attitudes 2) Positive attitude - https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/positiveattitude.html 3) Positive Thinking Exercises & Activities That Will Change Your Life https://enlightenmentportal.com/development/positive-thinking-exercises-and-activities/
2-3 work sheets that can be used in the training session activities	1. Worksheet – On the flipchart there are two columns with synonyms and antonyms, which are filled in with the words chosen by the participants. The trainer divides the students into two equal groups. They place them on two



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rows, each one seeing the back of his face.

The first in the first row tells a happy story, insisting on the words describing the state of well-being. Everybody has to be very careful. The next one, the one behind the speaker, has to say a word spoken by the storyteller describing the state of well-being or positive attitude. After the first in the first group said the word, the first in the second group will pronounce the antonym of the proposed word. To the one who does not remember the story of the storyteller, or the one who does not know the antonym, the game stops and ends. Another storyteller tells a story about a happy happening.

2. Step by Step (Think Positive about your Method):



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	<pre> graph TD S1[Stage 1: Are you clear as to what your instructional objectives are? If not clarify them now] --> S2[Stage 2: Choose the teaching method that you think would be the best suited to helping your students achieve these particular objectives in the context of their scheme of work.] S2 --> S3[Stage 3: Will your students be comfortable with the method (s) you have chosen?] S3 -- Yes --> S4[Stage 4: Will you yourself be comfortable with the method (s) you have chosen?] S4 -- Yes --> S5[Stage 5: Will your chosen method (s) be practical?] S5 -- Yes --> S6[Stage 6: Will you be allowed to use the method (s) you have chosen?] S6 -- Yes --> S7[Stage 7: Use the chosen method (s) with your students.] </pre>
<p>2 participatory teaching&learning methods and how they could be used by trainer related to this topic</p>	<p>1. „Think positive”</p> <p>How you think about yourself and how you use your mind immediately affects your relationship with yourself and others. Trust, love, respect, understanding, and good communication characterize any good relationship. Are you a good friend and companion?</p> <p>By the end of the positive thinking course students will be able to:</p> <ul style="list-style-type: none"> • identify the skills and attitudes involved in helping staff to solve their own



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	<p>problems</p> <ul style="list-style-type: none"> • recognise the value of using counselling skills in the workplace • benefit from practical sessions in small groups • discuss the difference between counselling and other forms of support, guidance and development • understand your preferred counselling style • make best use of body language, listening and oral communication. <p>Who will benefit: Groups or teams who will appreciate the impact that negative thinking has on business performance and want to plan a positive future.</p> <p>2. Plan Ahead There are many ways to teach a course: lecture, discussion, or cooperative learning are just a few. When planning your course, you'll need to determine which teaching method you'll primarily use and how student participation will be integrated. Not every class will need to be the same, but knowing which method you prefer will help you determine your expectations for student participation.</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>1. Effort. Students should be encouraged to "believe that skills can be developed through dedication and hard work." Say things like "Give yourself the best" or "It may take a few tries". Ask, "What did you do today when you felt proud of how much you tried?" Use digital tools to maximize productivity and build your property in the learning process. Strengthen the effort and the process (not just the results) - "I noticed that you are preparing for this presentation for three nights and I bet you feel ready. I'm not</p>



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sure what your class will be, but I know you worked hard.”

Use embedded fun in games applications that use games to motivate learning. Set guidelines for using technology. Use your phone to find information, not to write text in social time.

Make it easy to work hard and make sure they have the tools to succeed. Digital tools are great and are simple consumables. I have a friend who "decorates" the front desk with a candy jar full of Post-it Notes, colorful flash cards, recordings, chargers, and other supplies - all are welcome to grab and use them.

2. Respect. Treating others and attitude with respect respects communities and improves learning.

Encourage students to look for each teacher in their eyes and shake hands.

Be nice to others - Be the first to address new children, include others.

Find the good in the world you meet.

Think about how attitude affects respect. According to Clay Christensen: "If your attitude is such that you can only learn from some people, your learning opportunities will be very limited. But if you have a humble desire to learn something from everybody, your opportunities The learning will be unlimited. " Celebrate the achievements of others in simple ways (ie, special treatments, verbal recognition).

It is more difficult - but even more important - to emphasize things like effort and attitude when things do not go in our way: when a test fails, a concept is not understood, a photo has been missed, an accident has occurred, a relationship is tense with a friend, a problem is not resolved in time. While these can not be frequently published on social media, moments of challenge or suffering may offer

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	opportunities to practice positive thinking and positive attitudes.
1 evaluation form for learners	See Evaluation Sheets Section - bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section - bellow
list of sources of inspiration/bibliography	”Power of Positive Thinking” – Norman Vincent Peale https://www.gettingsmart.com/2015/03/what-should-high-school-graduates-know-and-be-able-to-do/ https://alis.alberta.ca/succeed-at-work/make-your-work-life-more-satisfying/a-positive-attitude-will-help-you-learn/ https://onlineprograms.smumn.edu/mael/masters-in-educational-leadership/resources/7-ways-to-create-positive-change-in-classroom



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

1. Did the training content meet your expectations?
2. Was the size of your training group appropriate?
3. How would you rate the quality of the training?
A 1 to 5 option (1, 2, 3, 4, 5) with 1 = unacceptable and 5 = outstanding
4. Was the mix of presentations and activities suitable?
5. How would you rate the quality of the trainer?
A 1 to 5 ranking system (1 = unacceptable; 5 = outstanding)
6. How was your/your colleagues enthusiasm?



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b) Trainer Self Evaluation & Reflection Sheet:

No	AREA OF RATING	<-----lowest-----RATING-----Highest----->
		0 1 2 3 4 5 6 7 8 9 10
1	The training met my expectations	
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10	Overall rating of the programme	

2. Your suggestions for improvement:



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TEAMWORK

The phrase **“There is no I in Team”** has never been more accurate in today’s workplace.

Almost all jobs require teamwork with each player having a specific role to play. In a team, all members are therefore expected to have the perseverance to work together with peers. In real sense, collaboration is multifaceted.

There’s a need for clear communication, empathy, problem solving, accountability and more. Furthermore, successful collaborations are dependent on having a cooperative spirit plus mutual respect.

How to get it: Participating in group tasks; taking part in as many group activities as possible to gain experience and knowledge.



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Lesson Plan

Topic: **TEAM WORK**

Time estimation/duration of training session: 90 minutes

KEY LEARNING AREA:

1. Soft Skills

2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- ✓ Understand and practice teamwork skill
- ✓ Know how to be an effective team player
- ✓ Demonstrate why the teamwork is valuable in different situation
- ✓ Give participants a chance to perform a number of different roles in a team
- ✓ Identify teamwork abilities&behaviors to be strengthen

LESSON STRUCTURE:

Introduction/Activity 1:

Short free discussion with the participants:

What is teamwork?

Activity 1 – Pair awareness exercise ”Team versus Group”

In pair, the participants define the concept of ”team”, then define the concept of ”group” in their own



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understanding. Then they compare the two concepts, highlighting at least two characteristics of each of them.

Main part/Activity 2:

Roles in a team.

Activity 2:

Group activity - "My team makes a plan!":

Participants are divided in 4 groups. Each group will receive/choose a task which requires teamwork.

Example of such tasks:

- ✓ Organize a one day trip to a historic monument
- ✓ Organize a surprise party for your teacher who has completed 10 years of work
- ✓ Organize a volunteer activity at an old-age asylum.

At the end a representative of each group presents:

- how they solved the task in the team
- what role did each member have
- how they integrated the different points of view in order to achieve the goal

Main part/Activity 3:

"Student self-assessment"

The topic addressed by the trainer is - How does each participant see his/herself in terms of team work done in Activity 2? How does each participant self-evaluate?

Activity 3:

Self assessment Questionnaire – see the worksheet.

Closure/Activity 4:

Awareness short debate on:

- ✓ Importance of a team in personal and professional life
- ✓ Teamwork in different context and for different tasks or activities

Activity 4 – see the worksheets.

a) "Team- Pros and Cons"

Participants work in pair to find pros and cons of team and teamwork. In this way, a final awareness of this



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type of ability - teamwork - is made. Worksheet a) of activity is used.

b) ”How do wild geese fly?”

Then each participant read the worksheet b) and fill out with his/her own conclusions.

Resources

- video projector
- flip chart
- sheets of paper of different sizes
- post it
- worksheets
- additional support tools as they are described in Syntethic sheet

ASSESSMENT

It will be used an Evaluation Worksheet¹⁶:

1. Why are good teamwork skill a primary requirement of most jobs?
2. List the ways that teamwork can positively impact your life.
3. How is a team more beneficial to an activity than letting a single individual perform the entire activity alone?

¹⁶ It will be completed by each participant in the training



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REFLECTION&CALL TO ACTION

Each participant is asked to fill in the sheet. Trainer directions:

”Part of being a good team member is learning how to understand your personal strengths (what you have to offer) AND where you might need to draw assistance from others.

Listed on this sheet are 10 of the characteristics that make a productive team member. Rate your level of confidence in each skill (HONESTLY) – and then devise a plan for how you can improve some of the areas you think might need a “jump start.”

SKILL #1: RELIABLE This means: You can be counted on to get the job done.
Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #2: EFFECTIVE COMMUNICATOR This means: You express your thoughts and ideas clearly and directly, with respect for others.
Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #3: ACTIVE LISTENER This means: You listen to and respect different points of view. Others can offer you constructive feedback – and you don’t get upset or defensive.
Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #4: PARTICIPATES This means: You are prepared – and get involved in team activities. You are regular contributor.
Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #5: SHARES OPENLY AND WILLINGLY This means: You are willing to share information, experience, and knowledge with the group.
Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #6: COOPERATIVE This means: You work with other members of the team to accomplish the job - no matter what.
Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #7: FLEXIBLE This means: You adapt easily when the team changes direction or you’re asked to try something new.
Rating: ___ Not so confident ___ Sort of Confident ___ Really confident

SKILL #8: COMMITTED This means: You are responsible and dedicated. You always give your best effort!
Rating: ___ Not so confident ___ Sort of Confident ___ Really confident



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ACTIVITIES WORKSHEETS:

Worksheet – Activity 3

Teamwork indicators	Rating (1–5)
Listening: I listen to my team’s ideas and use their ideas to help get new ones (piggy-backing)	
Questioning: I ask questions of my team to help them figure out what to do and to extend their thinking	
Persuading: I exchange ideas, defend my ideas and try to explain my thinking to my team	
Respecting: I respect the opinions in my team	
I offer encouragement and support for new ideas and efforts	
Helping: I help my team by offering my assistance	
Sharing: I share with my team. I make sure I share my ideas and thinking. I share the tasks	
Participating: I contribute to the team assignment. I am actively involved with the work	



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WorkSheets – Activity 4

a) ”Team - Pros and Cons”

Advantages of belonging to a team	Disadvantages of belonging to a team

b) ”How do wild geese fly?”

To understand the transformations within a team, make the next unusual analysis - identify how wild geese behave in a flight formation.

- Each goose, when flying, forms a stream of air that raises the bird behind it. This is why the geese fly into a V-shaped formation. That formation creates 71% more weight than if the birds were flying alone.
- When one of the geese leaves the band, they feel, by themselves, a higher resistance to the air, which causes them to return to the formation, in order to benefit from the additional weight offered by the bird at the head of the formation.
- When the goose at the front of the band becomes tired, it passes into the formation and another goose takes over the flight.
- The geese in the formation support the one in the forehead through frenzy "ga-ga".
- When one of the geese gets ill or is shot, two other birds leave the band to help the injured find a safe place down on the ground, then stay with it until it dies or is again able to fly .



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What can we learn from the geese on teamwork? Fill out below:

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For Additional tools Ctrl+click here:





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Lesson Plan

Topic: **TEAMWORK**

Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

1. Soft Skills

2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- Identify differences between group and teamwork.
- Differentiate the roles played in teamwork.
- Understand the advantages of teamwork.
- Ask and accept help to do a task in collaboration with their colleagues or the person in charge.
- Be able to change their methods to complete a task when they are asked to do so.
- Actively participate with other people when doing a teamwork task.
- Contribute with their ideas and suggestions in order to improve the results or work conditions.
- Be able to split into teams to be more productive in their tasks.
- Recognize people's strengths in order to team up properly.
- Understand that there is no "I" in teamwork.
- How teamwork divides work and multiplies success.



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LESSON STRUCTURE:

Introduction/Activity 1: “Two Truths and One Lie”

The first step to have a successful work in teams is knowing each other. This is a warm up activity for all participants get to know each other and break the ice of the group, so they can start to work in teams.

Materials: there are not specific materials needed, but it would be suitable to have all participants sitting in circles so they can all see and interact with each other

Directions: In group, each participant may tell three facts about himself/herself: two of them must be truth and one lie. The rest of the group must guess which one of the statements is the lie. This activity allows us to get to know each other better and develop teamwork skills in disabled people.

Main part/Activity 2: Drop the coin!

How much do you trust your peers? The aim of this activity is to discover it. Participants will prove how to overcome obstacles and reach a specific goal by working in teams.

Materials: 2 coins for each two people, bucket, box or garbage can, masking tape.

Directions: Place a large bucket, box, or garbage can in the centre of a circle that has been marked off with tape and have participants get into pairs. Give each pair two coins and have them stand on the outside of the circle. One person must tip their head back and place one coin over each of their eyes. Their partner then verbally directs them as they try to walk toward the bucket in the centre of the circle and drop their money into it. If they drop their money before getting to the bucket or don't make it into the bucket, they must pick the money up, go back to the edge of the circle, and start over. Do at least two rounds of this game, giving each person the chance to be in both roles.

Main part/Activity 3: How far can you get?

The main aim of this activity is to work on taking decisions in teams with a common objective. They will have to face each other's point of view in order to agree a final decision within a respectful attitude.

Materials: One map for each team, paper, pens or pencils.

Directions: Divide the group into teams of four to eight and give each group a map. Instruct the teams to plan a vacation, working within the parameters you set for them, for example:



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- Your trip lasts at least one week.
- Visit at least 3 touristic places (such as sightseeing tours, museums, etc.).
- You have to consider where to sleep.
- You have to meet at least five local people.
- You have to try at least four typical dishes of the region.

Give each group a list of what they have for their trip, how much money, what kind of car, size of gas tank, price of gas, start or end destination, amount of time they have, and anything else you think of. Also, give each group paper and a pen for writing down their travel plans.

Trip plans must be as real as possible, so they should need to look it up real budgets using internet searches, for example.

Any group that runs out of money will be disqualified. You may give "awards" to the team that saw and did the most with what they had, or for the most exhausting trip, the most relaxing, etc.

Closure/Activity 4: *How much have you learned?*

In order to end the lesson, ask the group a few questions to make them think about the activities they have done and their benefits for teamwork and disabled people.

Directions:

Questions that shall be made for Activity 1 are:

1. Did you trust your partner? Why or why not?
2. Was it harder to give directions or to receive them? Why?
3. Why are communication and trust both important parts of any partnership?
4. How well do you communicate and how much are you trusted? Are these two elements related?

Questions that shall be made for Activity 2 are:

1. Was this a fun task for your group? Why or why not?
2. Did everyone give the same amount of input?
3. Were any of your ideas rejected? If so, how did you feel? Did you stop giving ideas?
4. What is the hardest part about group decision making?
5. Would you want to go on the trip you planned?
6. Would you want to go on a trip that another group planned?



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Resources

- A room where people can move around.
- Coins.
- A bucket, box or garbage can.
- Masking tape.
- One map for each team.
- Paper.
- Pens or pencils.
- Text book to explain the concepts.
- Internet connection

ASSESSMENT

- In Activity 1, best assessed participants will be the most participative ones. The more interaction they have with, the better they will get to know each other, which is the main aim of this activity.
- In Activity 2, the success of the activity is assessed by counting the number of coins that every team has dropped into the can.
- In Activity 3, participants will need to defend their own point of view regarding how the budget has been spent, which difficulties have they faced and how much agree are they with the group decision. Evaluation will be focused not only on the management of the budget, but also on how participants have reached their final decision according to this “final speech”.
- In Activity 4, participants will be requested to write a brief essay answering the questions of the closure part and adding a personal opinion about how work in teams is useful in their careers. This way, we will be able to assess how much participants have learned about this soft skill.

REFLECTION&CALL TO ACTION

- Participation will be taken into account in the evaluation.
- Encouraging the participants to interact between them and to share their opinion about the activities will be one of the main purposes of the trainers.
- Trainers will play the role of “guide”. They must help the participants to achieve a proper critical thinking.
- Trainers must set real life situations where the participants could develop the main competences that have been learnt in the activities.
- Trainers should emphasise the importance of teamwork in our current society.
- Participants must respect other’s opinion and try to understand why they think differently.



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ACTIVITIES WORKSHEETS:

Worksheet – Activity 3

This is a Malaga city map. Plan your trip using the following map:





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Fill in the following table with the information required:

<u>THINGS WE NEED</u>	<u>PLACES WE WILL VISIT</u>	<u>MONEY WE SPEND</u>



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Worksheet – Activity 4

A.

1. Did you trust your partner? Why or why not?

2. Was it harder to give directions or to receive them? Why?

3. Why are communication and trust both important parts of any partnership?

4. How well do you communicate and how much are you trusted? Are these two elements related?



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B.

1. Was this a fun task for your group? Why or why not?
2. Did everyone give the same amount of input?
3. Were any of your ideas rejected? If so, how did you feel? Did you stop giving ideas?
4. What is the hardest part about group decision making?
5. Would you want to go on the trip you planned?
6. Would you want to go on a trip that another group planned?

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Lesson Plan

Topic: **TEAMWORK**

Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

1. Soft Skills

2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- Identify differences between group and teamwork.
- Differentiate the roles played in teamwork.
- Understand the advantages of teamwork.
- Ask and accept help to do a task in collaboration with their colleagues or the person in charge.
- Be able to change their methods to complete a task when they are asked to do so.
- Actively participate with other people when doing a teamwork task.
- Contribute with their ideas and suggestions in order to improve the results or work conditions.
- Be able to split into teams to be more productive in their tasks.
- Recognize people's strengths in order to team up properly.
- Understand that there is no "I" in teamwork.
- How teamwork divides work and multiplies success.



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LESSON STRUCTURE:

Introduction/Activity 1: *The sculpture game*

The main goal of this activity is that participants are able to trust the leader of their team and have the ability to work in group in order to become the winners. With this introduction activity, participants will develop their confidence towards the rest of classmates which will help them in the rest of the activities carried out in class and in their daily lives.

Materials: a couple of sets or more, depending on the number of participants in class, of children's building blocks.

Directions: Replicate the structure created by the teacher along the following rules:

- You must follow the instructions which are given by the leader of the group.
- The leader of the group will be the person who goes to see the sculpture created by the teacher.
- All participants have to engage in the replication of the sculpture through cooperation in team.

The teacher will create a small sculpture with some of the building blocks and hide it from the class. Then, participants should be divided into groups of four. Each group should be given enough building blocks so that they can duplicate the figure built by the teacher. Educator must place the sculpture at the same distance of all groups.

Afterwards, only one member of each team will get near to watch the figure and each team leader will only have 10 seconds to memorize it. When these 10 seconds have passed, leaders will become with their respective teams. Participants will have 5 minutes to replicate the sculpture working as a team in an orderly manner. The team which gets the best replication will win.

Journaling Activity: How did you feel during the game? Have you been able to trust your leader? Do you think your leader has given the appropriate instructions? What do you think that have been the benefits of teamwork in this activity? What role do you usually take when working in a team?

Main part/Activity 2: *Draw the shape!*

The aim of this activity is to develop the ability to listen to their colleagues and the capacity to work as a team knowing how to respect the speaking turns. Participants have to work collaboratively to become the winning group.

Materials: images or shapes that participants must describe, a sheet of paper and a pen or pencil.

Directions: Draw the shape, object or picture described by your colleagues. Participants in charge of describe the shape, object or picture need follow these rules:



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- They have to describe the shape, object or picture by turns.
- Each participant only can say a sentence in each turn.
- Participants have to speak using all verbs in infinitive. When a participant is wrong, the whole group will spend 30 seconds quiet.

Divide the large group into groups of three or four persons and give the necessary material. In each group, participants will have to decide who is going to do the drawing by playing “rock, paper, scissors”. When they know who is going to draw, the rest of the group has to turn their backs. Educators will give participants who are on their backs the shape, object or picture and the rules they need to follow. Every group has 15 minutes to make the best drawing. The 5 minutes remaining will be used to choose the best drawing by class vote.

Conclusion: with this activity, participants will learn how to improve their capacity for teamwork. They will also learn to make mistakes in groups without get angry with the classmate who has wrong.

Main part/Activity 3: *Your own company*

The main aim of this activity is to work on taking decisions in teams with a common objective. Participants will have to work as if they were partners in order to create a company with its logo, business objective, company’s headquarters, etc.

Materials: paper and pens or pencils.

Directions: Instruct the teams to start up a company. Participants will have to develop at least the following points:

- The name and logo of the company.
- The company headquarters.
- The business objective.
- The potential recipient of the company.
- The product and approximate prices of the company.

Divide the large group in groups of five. Participants will have 15 minutes to design their company. The company can belong to any sector, but it has to be innovative and original. Those companies that are a copy of an already existing one will not be valid. In the last 5 minutes of the activity, each group will have to describe briefly their company. All the members of each group will must agree with the created company and with its policy.

Conclusion: with this activity, participants will develop a collective thinking, which is very important in the professional life of a person. They will learn to become more flexible and to be respectful with the different points of view of their colleagues. These skills will be very useful to carry out any type of group work.



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Closure/Activity 4: *Two by two*

The main objective of this closing activity is to demonstrate that through the above activities, participants have become better known by their way of solving problems and working as a team.

Materials: paper and pens or pencils.

Directions: Write on a piece of paper two positive capacities and two negative attitudes you have when you work in team. It is necessary that you describe these positive and negative aspects with sentences. You can give examples related to the previous activities if you want.

In this activity, educators have to use the same groups that in Activity 3. One person in each group will be responsible for read all the sentences of all their colleagues. All members of the group will put their sheet of paper face down and the leader will shuffle the papers. Together they will have to guess to whom belong the different positive and negative capacities and attitudes. The group will have to provide arguments to justify their joints.

Journaling Activity: Do you think that the previous activities have helped you to get to know your colleagues better? Do you agree with the way in which your colleagues have described themselves? Has it been difficult to describe yourself? Did you like working with the same team twice? Do you think you have improved your ability to work in a team?



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Resources

- A room where people can move around.
- Materials adapted to the needs of the students.
- Children’s building blocks.
- Images or shapes that participants must describe in Activity 2.
- Foil packs to give participants pieces of paper.
- Pens or pencils.
- A whiteboard or flip chart with markers or blackboard.
- Internet connection.

ASSESSMENT

- In Activity 1, participants will be assessed depending on their ability to trust their colleagues. This activity will be passed by those participants who are able to finish the figure. It will also be valued positively that they know how to agree with their partners and that the sculpture is similar to the one made by the educator.
- In Activity 2, participants will be evaluated according their capacity to listen to their colleagues and the ability to work as a team. This activity will be passed by those participants who finish the drawing and comply with the rules. It will also be assessed positively that they know how to respect the turns and that there’s nothing wrong with making mistakes.
- In Activity 3, participants will be assessed depending on their ability to make decisions as a group. This activity will be passed by those participants who are able to create an innovative company and correctly elaborate four of the five points that are requested. It will positively value their ability adapt to the group’s ideas and to respect the opinions of others, even if they disagree.
- In Activity 4, participants will be evaluated according to their capacity to give arguments. This activity will be passed by participants who are able to describe themselves and who participate in the subsequent joint of positive and negative attitudes with their colleagues. Their ability to answer the questions suggested in the Journaling Activity section will be valued positively.



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REFLECTION&CALL TO ACTION

- Participation will be taken into account in the evaluation.
- Encouraging the participants to interact between them and to share their opinion about the activities will be one of the main purposes of the educator.
- Educators will play the role of “guide”. They must help the participants to achieve a proper collective thinking.
- Instructors must set real life situations where the participants could develop the main competences that have been learnt in the activities.
- Educators should emphasise the importance of teamwork in our current society.
- Educators will seek to promote creativity and capacity for teamwork asking students for tasks in which they apply the knowledge gained into practice.
- Participants must respect other’s opinion and try to understand why they think differently.
- Educators will ask students to summarize in a paper done in groups of five everything learned through the four activities carried out.

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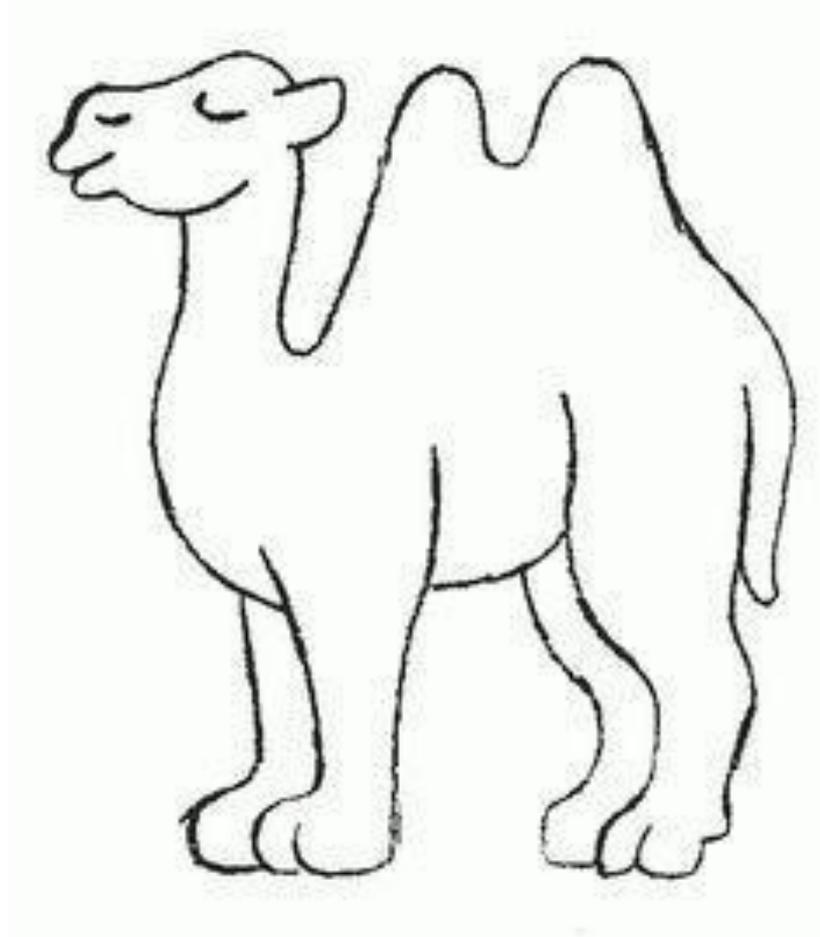
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ACTIVITIES WORKSHEETS:

Worksheet – Activity 2

Shapes, objects and pictures to be described and drawn.

1. CAMEL





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2. PLANE





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3. HIGH-HEELED SHOE





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4. DUMPSTER / TRASH





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5. TELEPHONE





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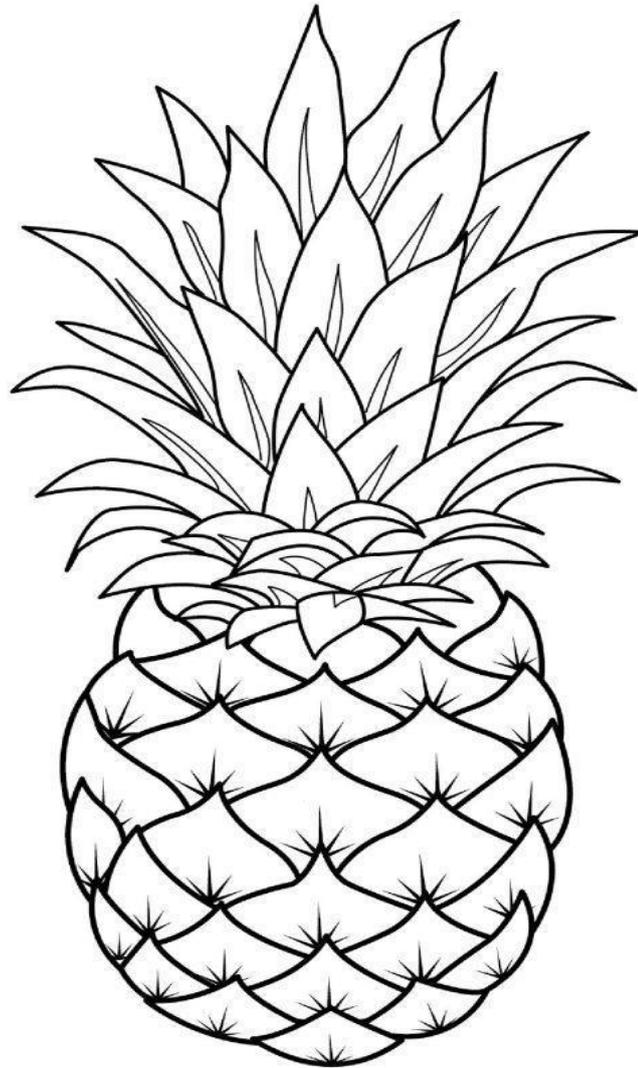
6. CHURCH





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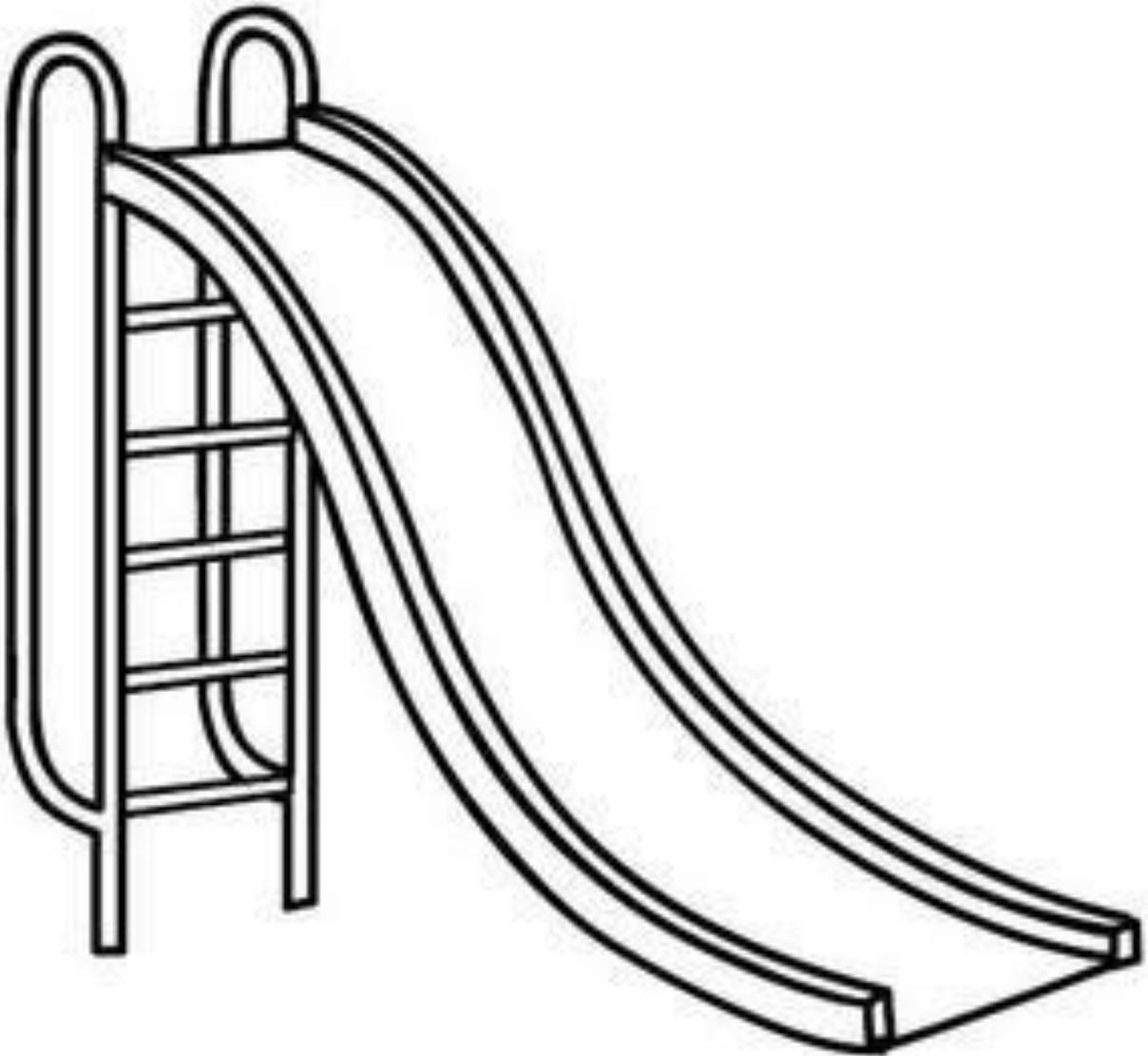
7. PINEAPPLE





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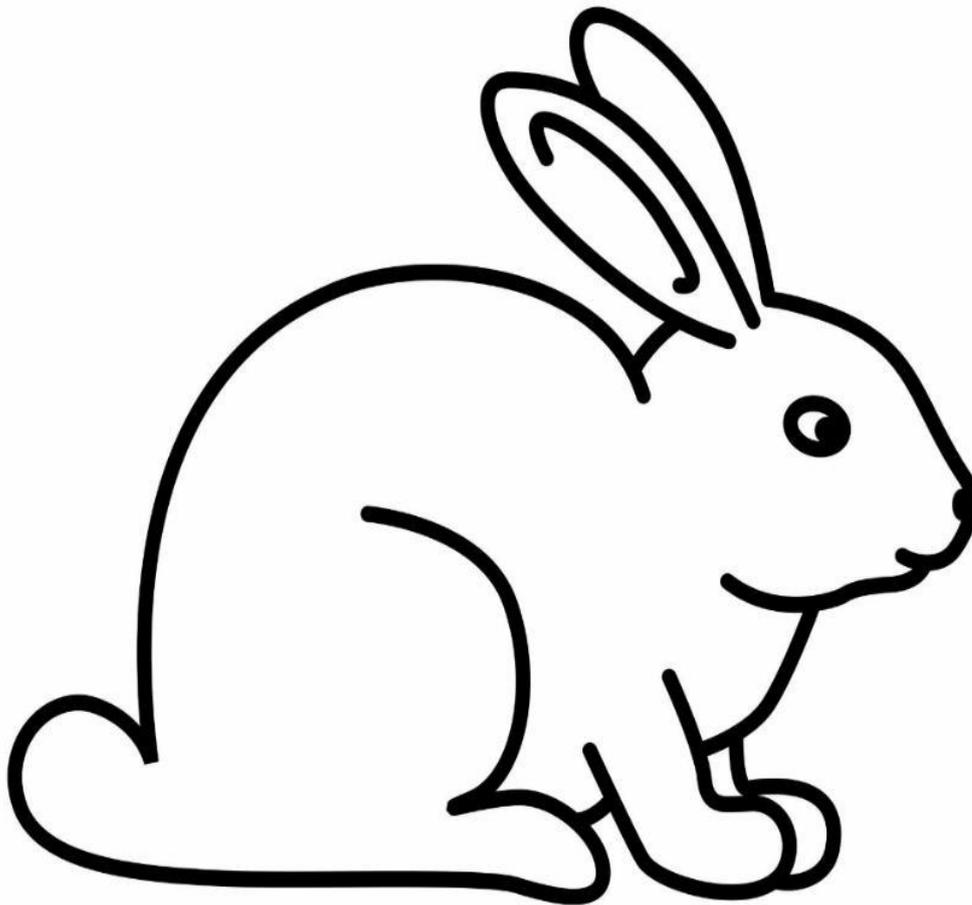
8. SLIDE





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9. RABBIT





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10. DOCTOR





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Worksheet – Activity 3

Start up your own company in groups of five. You will have to develop at least the following points:

1. The name and logo of the company (draw the logo).

A large, empty rectangular box with a thin black border, intended for students to draw the name and logo of their company.

2. The company headquarters.

A large, empty rectangular box with a thin black border, intended for students to draw the location of their company headquarters.



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3. The business objective.

4. The potential recipient of the company.

5. The product and approximate prices of the company.



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Lesson Plan

Topic: TEAMWORK

Time estimation/duration of training session: 70 minutes

KEY LEARNING AREA:

1. Soft Skills



2. Entrepreneurial Skills



LESSON OUTCOME

At the end of lesson/training session the participants will:

- improve their communication and collaboration skills
- be taught how they could learn about one another's strengths, which could be used to work better together as a team
- learn to listen the other members of the team
- learn about the importance of teamwork, success and the specific role each individual on a team may play.
- learn about positive teamwork behaviour and discover how their own conduct can impact others on a team.

LESSON STRUCTURE:

Introduction/Activity 1: *Life Highlights Game*

Knowing the team's members is a necessary first step to work a team well. This activity not only gets participants talking to each other, but it also helps them working with one another gives them also the chance to break the ice. The participants feel more comfortable and they are ready for



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interactive cooperation.

What You'll Need:

- ✓ There are not specific materials needed

Instructions:

1. Begin by asking each participant to close their eyes for one minute and consider the best moments of their lives. This can include moments they've had alone, they've shared with family or friends; these moments can pertain to professional successes, personal revelations, or exciting life adventures.
2. After the participants have had a moment to run through highlights of their lives, inform them that their search for highlights is about to be narrowed.
3. Keeping their eyes closed, ask each participant to take a moment to decide what 30 seconds of their life they would want to relive if they only had thirty seconds left in their life.

Advice for the Facilitator

The first part of the activity enables participants to reflect back on their lives, while the second part (which we'll discuss in a moment) enables them to get to know the others on a more intimate level.

The second portion of the game is the “review” section. The facilitator of the activity will ask each and every participant what their 30 seconds entailed and why they chose it, which will allow participants to get a feel for each other's passions, loves, and personalities.

Main part/Activity 2: *Trust Walk*

Teambuilding is a very important process to work the team well. This activity helps participants trusting each other. It is an effective team building activity involving leadership and building trust, as blindfolded participants must rely on instructions given to them in order to avoid various obstacles.

What You'll Need:

- ✓ A great deal of space
- ✓ Some obstacles (e.g. chairs, tables, cardboard boxes, balloons etc., - nothing too dangerous)
- ✓ Blindfolds

Instructions:

1. Ask participants to arrange themselves into pairs.
2. Instruct one partner to be the guide (navigator) and the other to be blindfolded.



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3. Once the blindfolded partner is ready, slowly spin the person around a few times so that they are unsure which direction they are headed or set the obstacles after the participants be blindfolded.
4. Guide the participants to the field with obstacles.
5. From this point on, the guide should not touch the partner at all, but rely solely on verbal cues (e.g. “In approximately five steps ahead, there will be a chair. Go ahead and step over it slowly.”)

Advice for the Facilitator

Remember that the guide is solely responsible for his or her partner’s safety. He or she try their best to steer their partner away from obstacles. Valuable lessons can be learned to teamwork and unity. For example, the guide will learn about the challenge and responsibility of caring for another individual’s well-being, while the blindfolded partner learns to trust and rely on another person.

Ask participants to complete the worksheet after the end of activity (see below)

Main part/Activity 3: *How Many Shapes Does it Take?*

There are some people who believe there are five basic personality types, and each type tends to prefer a different shape. Knowing participants themselves, their co-workers and friends are squares, rectangles, circles, triangles, or squiggles just might help them build better careers, teams, and friendships.

This activity will give participants the opportunity to gain a better understanding of the roles different people play on a team and the importance of each role.

What You'll Need:

- ✓ Five large pieces of paper, each with one of the following shapes drawn: square, rectangle, circle, triangle, and squiggle.
- ✓ A great deal of space
- ✓ Copies of what the shapes mean (see below)

Instructions:

1. Before beginning this activity, place each of the five shapes in a different location in of the room.
2. Discuss the fact that teams are all made up of people who perform different roles. Think about a sports team (football, basketball, soccer, hockey, etc.). What might happen if one basketball player hogged the ball all of the time? What might happen if the quarterback tried to run the ball all of the time instead of passing? So, it takes all different types of players to make an efficient and winning team, right?
3. Now, tell participants that not only does it take all different types of players to make a team



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effective; it takes all kinds of shapes, too.

4. Say something to the effect of: “I want you all to look around the room. Five different shapes are hanging up. The shapes are a square, a rectangle, a circle, a triangle, and a squiggle.
5. What if I told you that knowing whether you, your co-workers and friends are squares, rectangles, circles, triangles, or squiggles could help you build better teams and better careers?”
6. Ask participants to stand up and take a few moments to think about the shape they like best or find most appealing. Then ask participants to walk over to that shape.
7. Once everyone has chosen their personal shape, use the information (see below) to tell them a little bit about each shape’s “personality.” In fact, when you are finished with this activity, many participants will want to have a copy of what the shapes mean.

Advice for the Facilitator

Discussion Questions:

- ✓ Do you think people have the characteristics of more than one shape?
 - ✓ Why do you think it is important to have all different shapes working on the same team?
- Offer some of the information below, if appropriate:

- The Square, Rectangle, and Triangle are all convergent. This means they are working TOWARDS something specific and finite, and they do it in a logical and systematic way. But they might be lacking in personal creativity.

- The Circle and Squiggle are divergent. This means they are creative, extroverted, and intuitive. They will reach out around them into new areas and to other people. But they aren’t particularly systematic or dependable.

Closure/Activity 4: One-Word Story Writing?

Collaboration provides every team member with equal opportunities to participate and communicate their ideas and it creates greater flexibility. The purpose of this activity is to promote collaboration and recognize individual creative.

What You'll Need:

- ✓ Sheets of paper
- ✓ Pencils or pens
- ✓ A private room

Instructions:

1. Separate participants in two sub-teams or more
2. Give one sheet of paper to each sub-team and a pen to each participant
3. Ask participants to write the words “Once upon a time...”
4. Participants add a single word of their own choosing until the activity is finished.
5. At the end of activity, one member of each sub-team reads the story out loud for all to hear.



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Resources

- Five large pieces of paper, each with one of the following shapes drawn: square, rectangle, circle, triangle, and squiggle.
- A great deal of space
- Copies of what the shapes mean
- Printed worksheets
- Sheets of paper
- Pencils or pens
- Some obstacles (e.g. chairs, tables, cardboard boxes, balloons etc., - nothing too dangerous)
- Blindfolds
- A computer and a projector will be helpful for the activities

ASSESSMENT

Each participant will fill out a form which will include the following questions:

What is the best part of working on a team?

What is the most difficult part of working on a team?

I am most proud of my ability to:

I want to improve my ability to:

REFLECTION&CALL TO ACTION

- Facilitator will try to develop a competency and skill sets in the participants in order to perform them effectively and efficiently in the work or other place.
- Facilitator will communicate to the participants about what is expected out of training in a simple and professional way.
- Facilitator will promote communication and creativity among all.
- Facilitators will empower the participants.
- Facilitators will ensure that each participant be active.
- Facilitator will control possible conflict situations.
- Facilitator will reformulate ideas regularly, clearly stated, accent the points of convergence and divergence between the participants, seeking to reach in the objectives of activities.
- Facilitators will reformulate everything that was produced by the team, during the discussion and the development of activities, in order to reach the objectives initially set.
- Facilitator will ask participants to reflect and share what they learned from this experience.

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ACTIVITIES WORKSHEETS:

Worksheet – Activity 2

1. What was it like to be the “guide,” being fully responsible for the safety of your partner?
2. What do you think was the purpose of this activity?
3. Did you have any difficulty trusting your partner while blindfolded? Why or why not?
4. Why is trusting your teammates important?
5. Afterwards, how did it feel when you and your teammate successfully trusted each other to accomplish something challenging?
6. How does this relate to _____ (here you can fill in the blank with the current scenario of the participants, such as class, a sports team, employees working together on a project, etc.)?

Worksheet – Activity 3

Which Shape are You?

If you are a SQUARE: You are an organized, logical, and hardworking person who likes structure and rules. But sometimes you have trouble making decisions because you always want more information. You feel most comfortable in a stable environment with clear directions on what to do. You tend to like things that are regular and orderly. You will work on a task until it is finished, no matter what.

How to spot a square: They appear to move “straight,” use precise or specific gestures, love routine, and are very concerned with detail. They are also very neat in their appearance and their personal workspace. They do a lot of planning and are always prompt.

If you are a RECTANGLE: You are a courageous (brave), exciting, and inquisitive explorer who always searches for ways to grow and change. You enjoy trying things you’ve never done before and love asking questions that have never been asked. You like structure, and will often be the person to be sure things are done the proper way, taking all rules and regulations into consideration. When you are given a task you will start organizing it to be sure it can be done in the most systematic way.



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How to spot a rectangle: These people often have “fleeting eyes and flushed faces.” They also tend to giggle and they like variety. For example, they’ll come into work early or late — but not on time. And those who have offices tend to be disorganized with a mishmash of furniture.

If you are a TRIANGLE: You are a born leader who’s competitive, confident, and can make decisions. You also like recognition. You are goal oriented and enjoy planning something out and then doing it (you are motivated by the accomplishment). You will tend to look at big long-term issues, but might forget the details. When given a task you set a goal and work on a plan for it. American business has traditionally been run by triangles and, although usually men, more women are taking those roles today.

How to spot a triangle: They have powerful voices, love to tell jokes, and they play as hard as they work. They also tend to be stylish dressers.

If you are a CIRCLE: You are social and communicative. There are no hard edges about you. You handle things by talking about them and smoothing things out with everybody. Communication is your first priority. When given a task, you will want to talk about it. You are a “people person,” with lots of sympathy and consideration for others. You listen and communicate well and are very perceptive about other people’s feelings. You like harmony and hate making unpopular decisions.

How to spot a circle: They are friendly, nurturing, persuasive, and generous. They tend to be relaxed and smile a lot. They’re talkative, but have a mellow voice. They also have a full laugh and like to touch others on the shoulder and arm.

If you are a SQUIGGLE: You are “off-the-wall” and creative. You like doing new and different things most of the time and get bored with regularity. When given a task, you will come up with bright ideas about to do it. But you don’t think in a deliberate pattern from A to B to C. Instead, you tend to jump around in your mind, going from A to M to X.

How to spot a squiggle: They can be “flashy,” dramatic, and extremely creative – and they don’t like highly structured environments. Both men and women squiggles tend to be funny and very expressive. They also have great intuition. Most performers and writers are squiggles.



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Lesson Plan

Topic: **TEAM WORK**

Time estimation/duration of training session: 90 minutes

KEY LEARNING AREA:

1. Soft Skills

2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- ✓ Establish a set of rules for teamwork
- ✓ Analyze how the group worked
- ✓ Explain the determinants of the group's activity
- ✓ Identify the factors of optimization of group work
- ✓ Understand the positive and negative aspects of the leader's activity
- ✓ Motivate the need to comply with established rules
- ✓ Collaborate with other team members to accomplish the task

LESSON STRUCTURE:

Introduction/Activity 1:

Motivating the theme choice:

The trainer develops the content for a training course in the communication environment team type.

1. The first rule for teamwork is to respect the rights of others - in other words, not everyone in the team will think like you, that's what makes a dynamic team.
2. Learn to cooperate - if you can not cooperate within the group, you will soon be seen as a weak link.
3. Learn what teamwork is and how to participate - you need to learn to communicate and participate in the group. Taking into account the fair share of the work improves the overall result of the team's results.



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4. The assertiveness of learning, not the boss - no one in the team likes someone who is a boss, it is annoying and the whole group will quickly block you. Rather, learn to be assertive and when it's time to get up and talk.

5. Try to learn continually within the group - If you are constantly learning, you are less likely to get bored at work. Learn from your colleagues, which in turn makes your work more interesting and interesting.

Learning to work as a team regardless of personal differences and personal conflicts, in the end, the team is stronger than one individual.

- the subject of the lesson is announced - Teamwork
- students are asked to describe the general characteristics of teamwork - brainstorming:
- Student's ideas are noted on the board
- Teamwork rules are established together with students

Main part/Activity 2:

A. Students are divided into three groups

B. Each group is required to designate a leader

C. Leaders from each group are called separately for instruction; one of the three students will be the authoritarian leader, another will be the democratic leader, and the third will be the laissez-faire leader

D. It is dictated with each leader in part, it tells everyone how they have to behave in the group they are part of

E. The authoritarian leader will have to impose himself or herself in front of his colleagues through punctual or visual: he will ask colleagues to respect his ideas

F. The Democratic Leader will discuss with members of the group the ideas of each member of the group

G. The laissez-faire leader will let the situation go by himself, without interfering, he will only give the impression that he is interested in the way the team works and the success of the team.

H. Each leader returns to his or her group and is waiting for his / her workload

I. Ask students to perform within 15 minutes a paper tower of at least one meter and standing on its own foundation; students are reminded that everyone will work under the guidance of their leader.

Main part/Activity 3: Reflection

- after the expiry of the working time the products are evaluated (according to the established criteria)
- the evaluation results are discussed



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- the factors that determined the activity in each group, the way in which the leaders coordinated the activity, the atmosphere during the activity
- students are asked to write short essays on the topic: "How do I see myself as a leader and why? "And" What is my favorite leader and why? "
- The question of the implication of this theme at the workplace is debated

Closure/ Activity4

Rating:

- students will use the skills and knowledge gained in various teamwork situations
- Identify problems that arise in the group and think about possible solutions

Resources

- a. pedagogical (methods and teaching methods)
 - the debate
 - the storm of ideas
 - conversation
 - exposure
 - questioning
- b. Materials
 - 8 sheets of A4 paper for each group, glue, scotch tape
- c. Time: 90 minutes

ASSESSMENT

- **Verification conversation** (by questions and answers);
Verification conversation (questions / answers) is heavily structured because the intent to verify is obvious; the initiative belongs almost exclusively to the evaluator teacher, who controls the situation;
It involves finally communicating appreciation.
- **Reaction of course participants:** the participants' reactions to the positive attitude are appreciated.
This information does not give a picture of what they have learned newly, but only of how they felt at the course.
- **Acquired Skills:** Assess how the course helped participants acquire new knowledge, skills and attitudes. By assessing the learning process, one can determine which approaches and activities were really effective in acquiring new skills. The following techniques are used to assess the learning process: tests (oral and written), simulations, observation.
- **Utility / Applicability:** Can some of what the learners have learned? It can be traced to what



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extent the learners have learned what they have learned in their day-to-day lives or in their professional work. In this situation, it is important for you, a course participant, to monitor and monitor if you really use what you have learned, when, where, and how, if there is any progress from when you first attended the course.

REFLECTION&CALL TO ACTION

After the lesson, reflect on the progress of the didactic process and mark it at the end of the didactic project or in a special notebook that is the didactic journal.

Reference may be made to:

- what you should not forget about preparing for the next training session;
- how many of your target content was not reached, and you'll need to redistribute them to another time associated with another theme;
- the successful and unsuccessful aspects of the class;
- mood before and after hours;
- advice that you would give to a colleague / teacher;
- feed-back analysis received from learners, etc.

We suggest the utility of recording the following:

Do not forget!

Teaching journal

Works for the student's portfolio

The term of teaching

Teaching materials required for a later date

Mood

Strengths and weaknesses of the lesson

What would you keep and what you would change from the current lesson scenario

Self-rating: the mark

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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

TEAMWORK

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Teamwork
learning resources	1) The Nine Belbin Team Roles https://www.belbin.com/about/belbin-team-roles/ 2) Funny animation ever-Teamwork and its best advantages of working in a team https://www.youtube.com/watch?v=Gi25vKtMDhc 3) Inspirational Teamwork Quotes and Teamwork Quotations https://www.unrwa.org/sites/default/files/inspirational_teamwork_quotes_and_teamwork_quotations.pdf
2-3 work sheets that can be used in the training session activities	1. Effective team members: http://www.cteresource.org/attachments/atb/aai/effective_team.pdf



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	<p>2. Teamwork challenge:</p> <p>https://en.islcollective.com/resources/printables/worksheets_doc_docx/teamwork_challenge/preintermediate-a2-activity/18796</p>
<p>2 participatory teaching&learning methods and how they could be used by trainer related to this topic</p>	<p>1. Small exercise – "Empathy Map" - each participant thinks of a team he/she belongs to - for example, the football team or the choir; then tries to empathize using imagination, with the other members, answering the questions: What do others hear? What do others know? What do others think and what do others feel? What problems do others have and how do others act?</p> <p>2. "The Good, the Bad, and the Reasonable" – group activity:</p> <p>Teamwork can be tough. Dealing with different personalities and compromise is not necessarily easy. So, what do you do when you are part of a team and there are barriers to the team’s success? This could be a sports team, a team at work, or a group working on a school or community project. This activity engages participants in a discussion of some of the barriers to effective teamwork and the strategies they may be able to put in place to create positive outcomes.</p> <p>a) Ask participants if teamwork is ALWAYS easy. (Most likely you will receive “no” answers). Delve deeper and ask about some of the reasons why teams sometimes don’t work or what makes teamwork so difficult at times. Write these answers on the flip chart. Answers may include: inconsistent team players, time issues, compatibility, differences in communication styles (both giving and receiving), lack of trust, no clear goal, etc.</p>



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	<p>b) Next, divide participants into groups of four or more. Ask each group to elect a team leader for this activity. Give each group a supply of spaghetti and marshmallows. Tell the group they will have 15 minutes to work together to create the tallest freestanding structure possible. Before you say, “go,” tell the teams that their team leaders may only supervise and offer instructions. He or she may not physically participate in this activity.</p> <p>After 15 minutes, evaluate the structures. Usually the highest structure has a solid and wide foundation. Discuss with participants what it means to have a solid foundation – and why laying a solid foundation is important (and the core of an effective team).</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>1. Game – “Working as a machine”</p> <p>Group stands in a circle. One person is instructed to begin a movement and a sound. Second person touches first, and begins a different movement and sound. Then, the third person begins yet a different movement and sound, and so on until the entire unit is touching and making different sounds and movements at the same time. If one person is not touching, he is like a loose screw, and the machine is broken or not whole. Purpose: Fun way to illustrate team efforts.</p> <p>2. Game – “TRANSFORMERS”</p> <p>Have the teams come together so that they can see you and each other and still maintain some space between each other. Ask each team to form the letter “H”. After a minute or two of milling around, the team members will figure out how to arrange themselves in the shape of that letter. Lead the teams in applauding each others’ success and introduce the next task for each team to do in turn.</p> <ul style="list-style-type: none"> • Form a zipper, sipping and unzipping



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	<ul style="list-style-type: none">• Arrange yourselves in the shape of a helicopter• Become a cannon ball fired from a cannon <p>The ingenuity and speed that teams can display in this activity can be surprising and inspiring!</p>
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p>DARESAY – THE TEAM WORK KIT - Facilitator’s guides for Teamwork Kit Activities https://daresay.co/2018/09/05/introducing-the-teamwork-kit/</p> <p>https://www.managementstudyguide.com/team-work.htm</p> <p>http://courses.washington.edu/ie337/team.pdf</p> <p>https://www.thebalancecareers.com/tips-for-better-teamwork-1919225</p> <p>https://leadershipmanagement.com.au/6-keys-to-an-effective-and-successful-team/</p> <p>https://www.scu.edu.au/media/scueduau/staff/teaching-and-learning/ctl-document-downloads/teamwork---ap/Teamwork-Guide-Full-Web-2017.pdf</p> <p>https://www.thebalancecareers.com/tips-for-better-teamwork-1919225</p>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson – each participant uses technique 3-2-1:

- 3 positives about the lesson; advantages in developing the skill
- 2 development opportunities; what might result from the lesson
- 1 improvement: what might be improved from the learners perspective?

b) Trainer Self Evaluation & Reflection Sheet:

Training elements	Inadequate	Requires Improvements	Good	Outstanding
Encouraging active participation of learners				
Time management				
Questioning				
Pace of participants				
Differentiation				



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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

TEAMWORK

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Teamwork
1 learning resource	Teamwork Skills: Being an Effective Group Member www.teamworkskills.com
2-3 work sheets that can be used in the training session activities	Teamwork Acrostic Poem www.teamworkacrosticpoem.com Find some who... www.findsomeonewho.com
2 participatory teaching&learning methods and how they could be used by trainer related to this topic	24 Easy Ways To Encourage Teamwork in School www.encourageteamwork.com Teamwork training: how to make it work



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	<p>www.scienceforwork.com</p>
2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic	<p>Indoor Team Building Games</p> <p>www.funattic.com</p> <p>The Ultimate List of Team-building Activities</p> <p>www.tinypulse.com</p>
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p>Leadership Inspiration (n. d.): «Road map trip: Collaborate to map out the ideal road trip», <i>Leadership Inspiration</i> <https://leadershipinspirations.com/2018/02/23/road-map-game/>. [Consulting: 21-05-2019].</p> <p>Hobby Lark (2018): «Two Truths and a Lie Ideas, Examples & Instructions», <i>Hobby Lark</i> <https://hobbylark.com/party-games/Two-Truths-and-a-Lie-Party-Games-for-Teens>. [Consulting: 21-05-2019].</p> <p>OSM (2017): «Blind Money», <i>OSM</i> <https://www.onlinescoutmanager.co.uk/programme.php?action=view&id=59006>. [Consulting: 22-05-2019].</p> <p>GIFEX (n. d.): «Mapa turístico de Málaga», <i>GIFEX</i> <https://www.gifex.com/detail/2011-02-17-12989/Mapa_turistico_de_Malaga.html>. [Consulting: 22-05-2019].</p>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson

** Please note that raking of the answers 1 means the lowest punctuation and 5 the highest one*

1. How useful do you find this lesson?

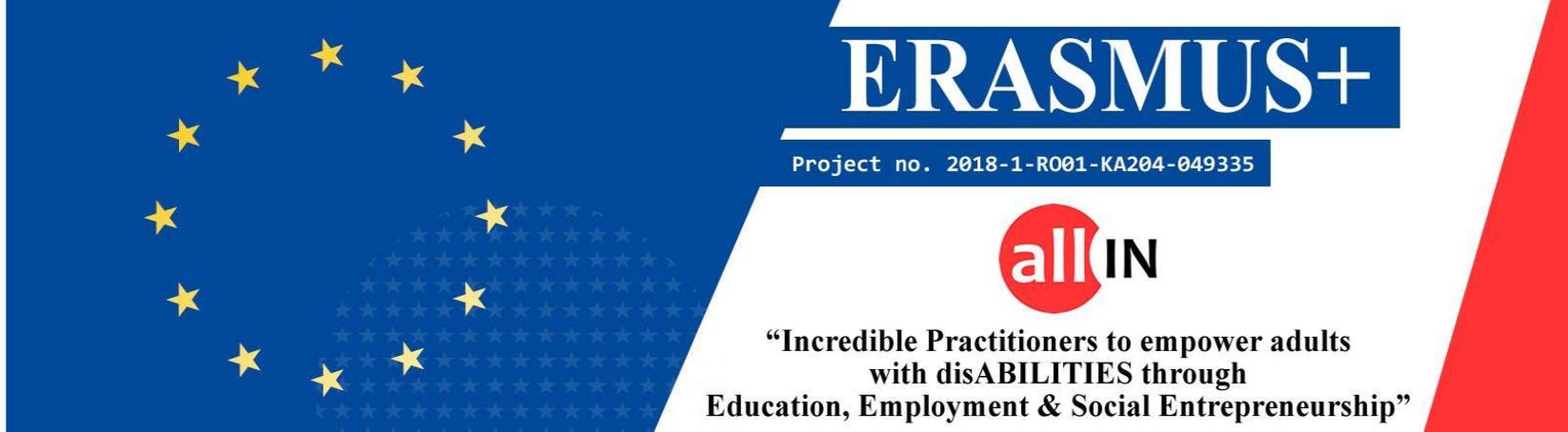
1	2	3	4	5
---	---	---	---	---

2. Did you feel you understand better the advantages of teamwork after this lesson?

1	2	3	4	5
---	---	---	---	---

3. Please, rate your participation with other participants while doing a teamwork tasks.

1	2	3	4	5
---	---	---	---	---



4. Do you feel you are able to split into teams to be more productive in your tasks after this lesson?

1	2	3	4	5
---	---	---	---	---

5. In general terms, do you consider that you have improved your skills to work in a team?

1	2	3	4	5
---	---	---	---	---

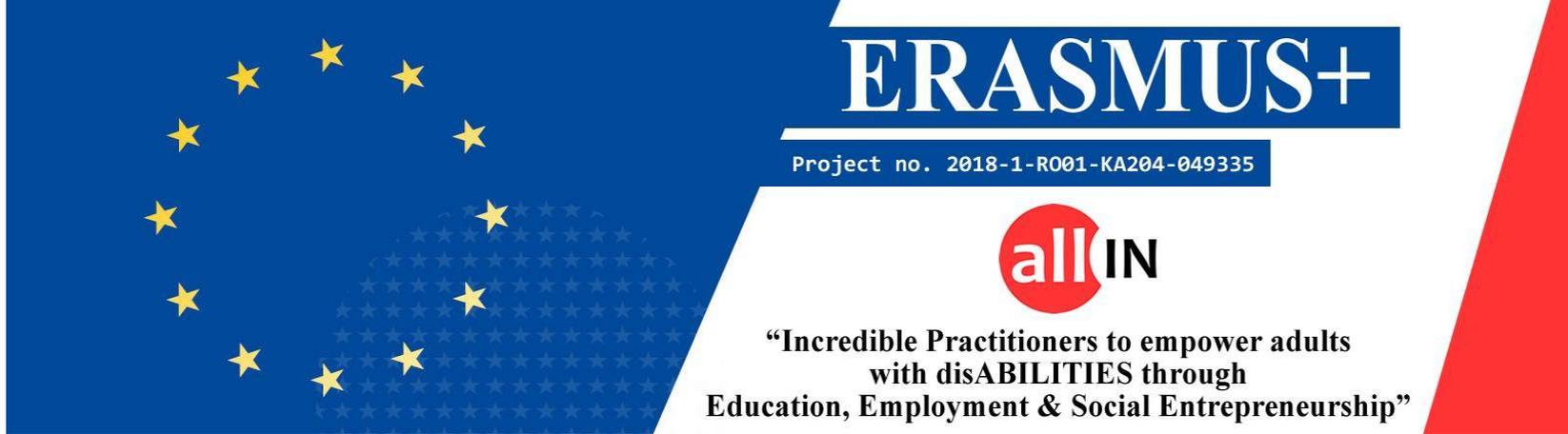
6. Please mention 3 positive aspects of this lesson

-
-
-

7. Please mention 3 aspects of this lesson that would need improvement.

-
-
-

8. Lastly, please add any other comments related to the overall evaluation of this lesson.



b) Trainer Self Evaluation & Reflection Sheet

** Please note that raking of the answers 1 means the lowest punctuation and 5 the highest one*

1. How would you rate the success of this lesson?

1	2	3	4	5
---	---	---	---	---

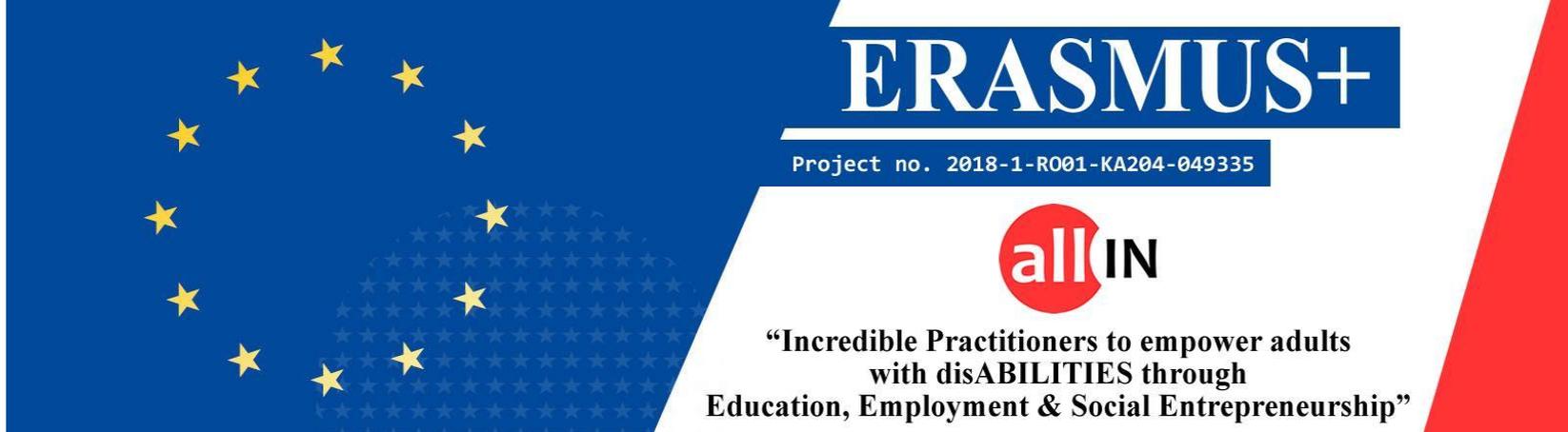
2. Do you feel your participants have improved their understanding about the advantages of teamwork after this lesson?

1	2	3	4	5
---	---	---	---	---

3. Please, rate from your point of view the success of your participants while doing a teamwork tasks during this lesson.

1	2	3	4	5
---	---	---	---	---

4. Do you think your participants are able to split into teams to be more productive in your tasks after this lesson?



1	2	3	4	5
---	---	---	---	---

5. In general terms, do you consider your participants have improved their skills to work in a team?

1	2	3	4	5
---	---	---	---	---

6. Please mention 3 positive aspects of this lesson plan.

-
-
-

7. Please mention 3 aspects of this lesson plan that would need improvement.

-
-
-

8. Lastly, please add any other comments related to the overall evaluation of this lesson plan.



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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

TEAMWORK

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT – Teamwork
1 learning resource	Teamwork in the Classroom www.ndt.com
2-3 work sheets that can be used in the training session activities	Teamwork Worksheet www.teamworkworksheet.com Mission Worksheet www.missiondescription.com
2 participatory teaching&learning methods and how they could be used by trainer related to this topic	Teamwork Lesson www.teamworklesson.com Effective Small Groups: Teaching Teamwork



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	www.teachingteamwork.com
2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic	12 Awesome Team Building Games Your Team Won't Hate www.teambuildinggames.com 100+ Team Building Activities www.teambuildingactivities.com
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	Cohen, Esther (2017): «35 Team Building Activities Your Team Will Actually Love», <i>Workamajig</i> < https://www.workamajig.com/blog/team-building-activities/ >. [Consulting: 27-05-2019]. Editorial Team (2018): «What Are The Best Team Building Activities For Collaboration & Why?», <i>Bit.ai Blog</i> < https://blog.bit.ai/team-building-activities/ >. [Consulting: 27-05-2019]. Huddle (2018): «10 Quick and Easy Team Building Activities [Part 1]», <i>Huddle</i> < https://www.huddle.com/blog/team-building-activities/ >. [Consulting: 27-05-2019].



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

For each of the following areas, please indicate your choice:

Criteria	Excellent	Good	Needs Improvement	Not Applicable
Covered Useful Material				
Practical to My Needs and Interests				
Well Organized				
Presented at the Right Level				
Effective Activities				
Useful Visual Aids and Handouts				
Trainer's Presentation Style				
Trainer Responded Well to Questions				
Overall, how would you evaluate this workshop training session?				
How could this training be improved:				
Any other comments or suggestions:				



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b) Trainer Self Evaluation & Reflection Sheet:

A. Use the scale in answering each of the following questions:

Strongly Disagree (1); Disagree (2); Neither agree nor disagree (3); Agree (4); Strongly Agree (5)

1. I designed training programmes to accommodate different learning styles.
2. I knew how to use different media (flipcharts; videos; OHPs, Music etc) in the training session.
3. I knew how to be flexible in training.
4. I understand my own training style and adapted it for different situations on training session and participants.
5. I was good at organising and managing resources for training session.
6. I felt confident that I could design good group exercises.
7. I dealt confidently with participants with special needs.
8. I was skilled at providing participants with honest and constructive feedback as part of the learning activity.

B. Complete all the table entries:

My strongest areas, which I could make even better use of:		
1.	2.	3.
My weaker areas that I really want to do something about:		
1.	2.	3.



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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

TEAMWORK

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Teamwork
1 learning resource	Build your Teamwork Skills https://www.youthemployment.org.uk/young-professional-training/teamwork-skills-young-professional/
2-3 work sheets that can be used in the training session activities	Introducing Yourself and Others https://en.islcollective.com/resources/printables/worksheets_doc_docx/introducing_yourself_and_others/introductions-icebreakers-elementary/49586 Getting to know you! https://en.islcollective.com/resources/printables/worksheets_doc_docx/getting_to_know_everyone/questions-people-adult/22305
2 participatory teaching&learning methods and how they could be used by trainer related	Teaching Teamwork



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to this topic	https://www.kidsdiscover.com/teacherresources/teaching-teamwork/ 13 Tips to Build Teamwork Skills https://www.liquidplanner.com/blog/13-tips-build-teamwork-skills/
2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic	Successful teamwork: A case study http://www.unice.fr/crookall-cours/teams/docs/team%20Successful%20teamwork.pdf Story of Rabbit - Teamwork & Communication is Important! https://www.youtube.com/watch?v=OfHKfOgFuO4
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	https://www.smartsheet.com/collaborative-teamwork https://www.tinypulse.com/blog/team-building-activity-trust https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/ https://www.huddle.com/blog/team-building-activities/ http://akiraiguchi.co/icebreaker-worksheets/ https://www.huddle.com/blog/team-building-activities/ https://www.icebreakers.ws/team-building/trust-walk-teambuilding-activity.html https://www.dol.gov/odep/topics/youth/softskills/teamwork.pdf http://vimms.info/worksheets/



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EVALUATION SHEETS

a) Learners Evaluation sheet of the lesson:

Use the scale in answering each of the following questions: Strongly Disagree (1); Disagree (2); Neither agree nor disagree (3); Agree (4); Strongly Agree (5).

1. Learners have active roles in the class (i.e. cooperative learning, pair and group work, role play, debates, etc.)
2. Trainer communicates objectives that are the impetus for all activities in the class.
3. Trainer constantly assesses the learners understanding.
4. Class expectations are communicated and enforced.
5. Trainers use level appropriate and authentic language with learners and in activities.
6. Materials are organized and used efficiently.
7. Activities and interactions appeal to a variety of learning styles and unique learning needs.



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8. Learners acquire strategies that help them learn inside and outside of the classroom.

b) Trainer Self Evaluation & Reflection Sheet:

Use the scale in answering each of the following questions:

Strongly Disagree (1); Disagree (2); Neither agree nor disagree (3); Agree (4); Strongly Agree (5)

1. The content of training was relevant to the students' needs and interests and draws on their experiences and knowledge.
2. Learners had active roles in the class.
3. I used authentic language in my interactions with learners, and group interactions and tasks were authentic.
4. I helped learners to acquire strategies that support them learn inside and outside of the class without my help.
5. I listened actively for themes as they emerged from learners.
6. I constantly assessed teaching and learning in relation to learners' needs.



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LESSON PLAN PACK 1

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

TEAMWORK

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT – Teamwork
learning resources	https://skillswithfrills.com/resources/ https://www.gettingsmart.com/2018/01/teaching-students-how-to-work-together/ https://www.eaglesflight.com/blog/teamwork-in-the-workplace-shared-resources
2-3 work sheets that can be used in the training session activities	<p>1. https://www.quantumworkplace.com/future-of-work/goal-setting-worksheets-for-productive-teams</p> <p>2. Here are the three most common types of work teams:</p> <ul style="list-style-type: none"> - Project Team: The project team is a group of people gathered to carry out a special project. Usually, when the project ends, the team ends. - Inter-functional team: a cross-functional function the team is made up of employees from different departments or domains of Business. - Self-directed work team: As a project Team and Self-Directing Team is a team which



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	<p>determines how he will do a job and has the authority, and often budget, to make decisions.</p> <p>A team can also be managed by assigning a leader. A guide leads, directs and influences team members. An efficient leader will give clear direction to a team. This is effective the team should set clear goals, assign roles and communicate regularly with the team members.</p>
2 participatory teaching&learning methods and how they could be used by trainer related to this topic	<p>https://www.smartsheet.com/top-team-building-games-experts-share-their-favorites</p> <p>https://smallbiztrends.com/2015/09/team-building-exercises-and-games.html</p>
2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic	<p>Start, Stop, Continue http://nylt.ocbsa.org/sites/default/files/documents/SSC%20Worksheet.pdf</p> <p>Short Teamwork Story https://www.teamworkandleadership.com/2015/10/short-teamwork-story-you-will-want-to-share-with-your-team.html</p>
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p>https://www.huddle.com/blog/team-building-activities/</p> <p>https://www.smartsheet.com/biggest-and-best-resource-team-building-questions</p>



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<https://www.eaglesflight.com/blog/teamwork-in-the-workplace-shared-resources>

Browne, B. 2015. *Sys-Tao: Western Logic - Eastern Flow. An Emerging Leadership Philosophy*. Millichap Books. [The Sys-Tao Way \(Profound knowledge of the Real Thing\)](#) - [Bob Browne's Ongoing Discussion Thought Piece](#).



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

To what extent do you agree with the following statements on a scale of 1 to 5, where 1 represents Total Disagreement and 5, Total Agreement?

Trainer:			Total Disagreement	Partial disagreement	No agree, no disagree	Partial agreement	Total Agreement
Organization and course preparation	1	He/she clearly articulates the responsibilities of the students.	1	2	3	4	5
	2	Specify the objectives of each course taught.	1	2	3	4	5
	3	Emphasizes the links that exist between the different subjects taught during the course.	1	2	3	4	5
Clarity of the presentation	4	Emphasizes the important ideas of the taught content.	1	2	3	4	5
	5	It clearly explains the content of the course.	1	2	3	4	5
	6	Uses examples close to actual situations.	1	2	3	4	5



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	7	Ask questions to see if I understand what has been taught.	1	2	3	4	5
	8	Use materials that make it easy to understand the taught content (foils, ppt presentations, video presentations, and more).	1	2	3	4	5
	9	Reforms, insists on the difficult aspects of the content taught.	1	2	3	4	5
Relationship with students	10	It challenges us with attractive and motivating learning ideas and tasks.	1	2	3	4	5
	11	It encourages us to participate actively in classroom classes (to express our opinions, to ask questions).	1	2	3	4	5
	12	Provides extra help when requested (consultation, guidance).	1	2	3	4	5
Quality of assessment	13	It uses assessment tasks that help us understand the knowledge.	1	2	3	4	5
	14	Provides useful feedback on our performance.	1	2	3	4	5
Opinion of students	15	We have gained a good understanding of the concepts / principles of this discipline.	1	2	3	4	5



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	16	I have learned to apply the knowledge / principles of this discipline in new situations.	1	2	3	4	5
	17	I have developed the ability to solve practical problems in this area.	1	2	3	4	5
	18	I have developed my ability to think critically.	1	2	3	4	5
General	19	On the whole, the structure and organization of this course was:	Very Low	Low	Medium	Goog	Very Good
			1	2	3	4	5
	20	On the whole, the trainer's performance was:	1	2	3	4	5
	21	Compared to other courses I have followed, the difficulty of the themes and tasks was:	Very Low	Low	Medium	Goog	Very Good
			1	2	3	4	5
	22	Of all the courses taught in this discipline, I was present at:	0-20%	21-40%	41-60%	61-80%	81-100%



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b) Trainer Self Evaluation & Reflection Sheet:

Please answer the following questions:

- What were the teaching aspects that helped you most in dealing with all participants?

- What were some aspects of teaching that created difficulties for participants in understanding and practicing knowledge & skills?

- What improvements do you have to do to the way course is delivered in the future?

- Additional comments are welcome. Please write them down.

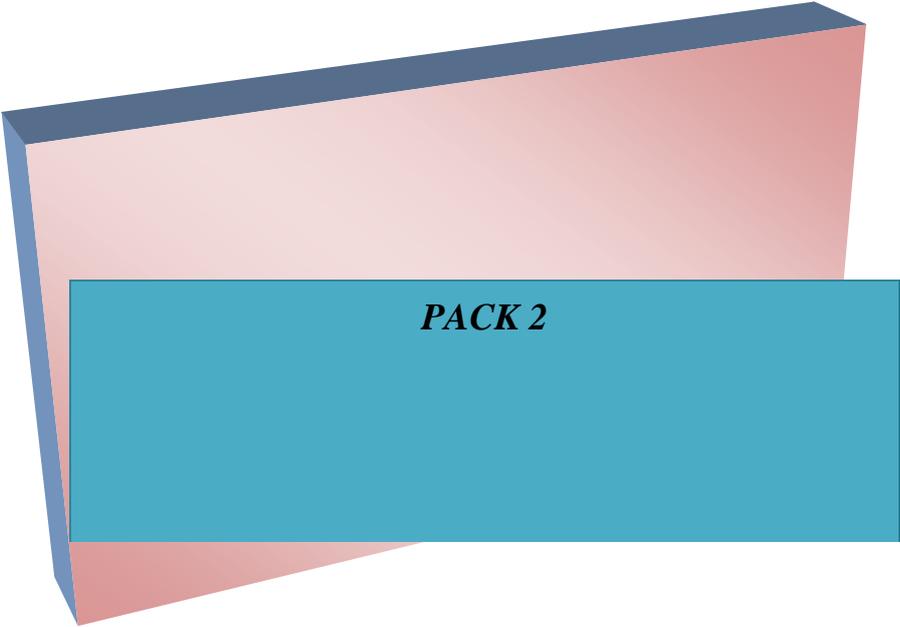


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PACK 2



“Incredible Practitioners to empower adults with disABILITIES through Education, Employment & Social Entrepreneurship”

PASSION

Passion is a strong emotion that is described as, “the underlying force that fuels our strongest emotions. It is the intensity we feel when we engage in activities that interest us deeply. It fills us with energy and enables us to perform at our peak.”¹

Every person who wants to start a business is familiar with these three words: “Find your passion!”. But once someone has figured that out (or if he/she is lucky enough to already know what it is), actions should follow.

Has someone ever wondered what life would be like without Passion? Would athletes enjoy their sport, would artists enjoy painting, would entrepreneurs enjoy their endeavors? Passion is a driving force behind enjoyment. For entrepreneurs starting with very few resources, it is vital to be passionate about their business. The statement, “**Success in entrepreneurship requires also passion**” is true!

¹Cardon et al, “Entrepreneurial Passion: The Nature of Emotions in Entrepreneurship.”



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Lesson Plan

Topic: **PASSION**

Time estimation/duration of training session: 120 minutes

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- Uncover their passions, strengths and talents.
- Get clear on what they were put on this Earth to do (their PURPOSE).
- Discover how **making a living from passions through business**.
- Learn effective strategies to stay motivated, inspired and on-track through own passions and interests.

LESSON STRUCTURE:

Introduction/Activity 1:

Short free discussion with the participants: Should I follow my passion or should I take the “safe” road?

Exercise: ”Like and Dislike”

Trainer gives to the participants instructions as follows:

Now look at the things you like and enjoy doing, and those you dislike. This will help you clarify your passions, interest, those things that enjoy you very much and those that do not bring you pleasure. You will identify two key things: where you want to focus your energies, all your passion, and where you



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might take distance of things to avoid consuming your energy unnecessarily.

Make an enlarged copy of the sheet¹⁷, then list the things you really like and dislike doing. The aim is to capture the extremes; don't worry about "grey areas" where you're not sure one way or the other.

Main part/Activity 2:

An important step on the life&work path for everyone is finding the pathway to his/her passion.

Activity 2 – "Writing a Passion List"

The trainer divides the group into teams of 3 participants. Then, based on the following questions:

- What are you good at?
- What do you enjoy doing?
- What gives you energy or motivates you?

each team member creates a list of passions that he / she presents to other teammates. There is no right or wrong way to write the list. The purpose of the list is to provide clarity to each participant. From the initial list each person will select the top 2 passions. In the team compare the Passiona Lists.

Main part/Activity 3:

Making a Living from Passions: Having identified someone passions, it's important to determine whether it is something that he/she can make a living off of.

Activity 3 – "My passion! My talent! My business!"

Each participant will think of a less conventional way of presenting a passion or talent, with various materials. It can be a collage, a staging, a drawing, etc.

In teams of 5 people will be presented the creations of each participant.

In the teams that have already been set up, the participants will try to integrate the passions and abilities of each one into a business concept, and then introduce the idea of the business into the big group.

Closure/Activity 4:

Awareness short debate on:

- ✓ Importance of finding passions&interests

¹⁷ See the sheet on Section ACTIVITIES WORKSHEETS



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- ✓ Following own passions allows a sense of purpose that makes someone more resilient, supports he/she in reaching life goals, and contributes to a longer, happier, and healthier life.

Activity 4 – ”My purpose is”

This activity is based on the previous one – each participant uses own Passion List to draft his/her own purpose statement.¹⁸

Resources

- video projector
- flip chart
- sheets of paper of different sizes
- post it
- worksheets
- additional support tools as they are described in Syntethic sheet

ASSESSMENT

1) It will be used an Evaluation Sentence Completion Worksheet¹⁹:

- ✓ The most important thing I have understood today about the Passion: ...
- ✓ Now I know the benefits brought to my life by using my passion(s): ...
- ✓ I felt empowered by activity/exercise because:

2) Trainer will use post-it notes to evaluate learning. He/she gives to groups, pairs or individuals and ask them to answer questions. For example:

What have I learnt?

What have I found easy?

¹⁸ See the sheet on Section ACTIVITIES WORKSHEETS

¹⁹ It will be completed by each participant in the training



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What have I found difficult?
What do I want to know now?

REFLECTION&CALL TO ACTION

Each participant is asked to keep an own Intention/Commitment Sheet. Possible template:

Intention/Commitment Sheet

Three things I have learned today I commit to use regularly are:

A specific action to follow my passion that I will take is:

I will check back with myself regarding the above on (dates): _____ Signed: _____

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ACTIVITIES WORKSHEETS:

Worksheet – Activity 1

LIKES

e.g. writing, gardening, dealing
with people, repair engine of cars
etc.

DISLIKES

e.g. doing accounts, doing
the same thing every day,
organising events etc.



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Worksheet – Activity 4:

Using your passions as clues, draft your own purpose statement.

Write out a number of statements to see how they look and feel to you.

”The reason I get up in the morning is:

...to awaken,
to ignite,
to organize,
to teach,
to support,
to empower,
to develop,
to lead,
to ..., to ...,

Examples: ”I get up in the morning.... to bring out the best in my colleagues.”

“To help people become as much as they can be.”

“To make the world a little greener and kinder.”

My purpose draft is:



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Lesson Plan

Topic: **PASSION**

Time estimation/duration of training session: 90 minutes

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- be aware on their passions, interests and strengths and create a path to their dream job or their business.
- understand how passions&interests relate to achieving personal&professional goals.
- reflect on a step-by-step plan to turn their big dream into a possible business.
- brainstorm about the differences in people and what they are able to do with that given gifts, talents&passions.

LESSON STRUCTURE:

Introduction/Activity 1:

Short free discussion with the participants:

- For some of us, our purpose and passion in life is obvious and clear.
- For some people, though, it's not as easy to identify a passion. You may even have asked yourself at one point or another, *“What should I do with my life?” “What is my passion?” or “What is my life purpose.”*

Activity 1 – ”My gifts”



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Working in pairs. The trainer asks each learner to think&reflect about the next sentence for few moments:

“From family and friends who knew me when I was very young, I have heard that my “special gift” is:

How have these “gifts” persisted in your life?

Then follow a discussion&communication in pair to share the result of the reflection made by each person.

Main part/Activity 2:

- The reality is that some of passions will never be anything more than a hobby.
- But many people are starting a business that will let them to pursue their passion&hobby full-time.

Activity 2 – ”Follow your Passion in a Business?”

Participants are divided into teams of 3 people. First, each member of the team completes the worksheet²⁰ individually. Then everyone in the team presents his/her ideas to the colleagues. In each team Pro and Cons discussing related to the transformation of a passion into a business based on their worksheets.

Main part/Activity 3:

- Passion is the human equivalent of the fuel that powers a car.
- In a similar way passion powers a lifetime of dreams.
- Bringing a passion to life requires feedback in the real world.

Activity 3: ”Connect own passions to real-world”

Participants are divided into teams of 4 people. In their team they search on Youtube&Google videos and stories about people who have similar passions to theirs and have succeeded in various fields. In this way, learners analyze those stories and real cases to understand how a passion might be connected to real life, with challenges and obstacles.

Closure/Activity 4:

Awareness short debate on:

A passion seen as a topic or activity that:

²⁰ See the sheet on Section ACTIVITIES WORKSHEETS



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- ✓ Someone enjoys
- ✓ Comes naturally to him/her
- ✓ Energizes and lights him/her up
- ✓ Puts him/her in flow and makes time seem to fly by when someone engages in it.

Activity 4 – “My journey with”

The trainer asks each participant to write his/her name and a passion on a post-it he / she places on a board. Then each person makes a tour of all the presented passions and chooses other person and his/her passion to make a pair. Each pair creates an imaginary story related to how they would use their passions together.

Resources

- video projector
- flip chart
- sheets of paper of different sizes
- post it
- worksheets
- additional support tools as they are described in Syntethic sheet

ASSESSMENT

It will be used an Evaluation Worksheet²¹:

1. Why is following a passion an important requirement of starting a business? Give at least 3 arguments:

2. List the ways that following passions&interests could positively impact your life:

²¹ It will be completed by each participant in the training



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REFLECTION&CALL TO ACTION

a) Each participant is asked to reflect, after the course, how he/she could transform his/her passion in a enterprise:

Possible template:

1. Find two organizations or an expert you think that could help you to transform your passion&interests in a social business.

List them here:

.....
.....
.....

2. Contact them and present your idea asking for their support.

b) Each participant is asked to write, after the course, the question, “What are my gifts?” on five index cards. He/she gives them to five people who know him/her well and ask them to write their response to the question on the card. After receiving the cards back and the feed back he/she put them all together in a place where they can be seen. What common theme on these cards might be noticed?

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ACTIVITIES WORKSHEETS:

Worksheet – Activity 2

Trainer instructions for learners:

- use this worksheet to list your hobby&interest.
- then, take an inventory of the skills and expertise you have developed as a result of those hobby&interest.
- list the type of existing businesses that use those skills.
- finally, what new or different type of businesses could utilize those skills?

Interests&Hobbies	Skills/Expertise developed	Existing businesses using these skills	Potential businesses using these skills



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Lesson Plan

Topic: PASSION

Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

- 1. Soft Skills
- 2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- Feel motivated at work.
- Reawake and reconnect with what is meaningful for them.
- Show their creative side.
- Develop a better work environment.
- Have a growth mindset.
- Enhance their mental state.
- Come with more innovative and progressive ideas.
- Build a positive attitude towards work.



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LESSON STRUCTURE:

Introduction/Activity 1: *Write three lists*

The purpose of this initial activity is to encourage the participants to find their strongest points. The main objective is to make them realize that it is not a hard task to connect their abilities with their motivations.

Materials: Papers and pens

Directions: Fill each column of the chart which is in the first worksheet. In the first one write all the things you are good at. In the second one, you will have to write all the things you enjoy doing. Lastly, specify everything that gives you a feeling of purpose.

Journaling Activity: How did you feel during the activity? Has it been difficult for you to find your strongest points? Do you think you will be able to connect these things with your daily activities? How many things did you have in common in all the lists? Do you think this activity has encouraged you to find your motivations? Which things would be useful for working or applying for a job?

Main part/Activity 2: *Last 30 seconds*

The main objective of this activity is to find inspiration by listening to the best life moments of others. Moreover, they will have the opportunity to reflect about their most defining moments and share them with their colleagues.

Materials: A room big enough to move.

Directions: Participants get a minute to remember and consider the best and most defining moments in their lives, it can be anything exciting, adventurous, life-changing or rewarding in personal or professional space. The search is narrowed down when they are asked to choose only one moment that they would like to relive in the “last 30 seconds of their lives”. At the end of this activity the aim is to reflect about how did your passion helped you to achieve your purpose. How would you repeat it in order to success in your work life?

Conclusion: After this activity, participants will have reflected about all the motivating things that have ever happened to them. Furthermore, they will have the chance to listen to other inspiring facts and to feel moved by them.

Main part/Activity 3: *Back to my childhood*

In the majority of the cases, we leave our desires and passions behind as we grow up. With this



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activity, participants will have to travel back in time and remember what made them happy. The main objective is to make the participants reconnect with those feelings and motivations they had already abandoned.

Materials: Papers and pens.

Directions: Participants have to reflect and write down in a list 5 habits that used to make them happy when they were younger. Then, they will be asked to read them in front of the rest.

Conclusions: Having done this, participants will meet their old feelings and will try to link them with their present. Would you use an habit you loved doing while you were young in order to improve your work? What if you use it for applying for a job?

Closure/Activity 4: *What are your hobbies? identify you hobby and link it to your work skills*

The purpose of this activity is to help participants to realize that their personal passions can lead them to find a work approach.

Material: Pens and a list of things that can be found in the second worksheet,

Directions: Partipants will have a look to the different hobbies that will be given to them and try to link them to several work approaches. Each hobby corresponds to one, You can add a hobby and its corresponding approach if you have a hobby which does not appear on the list.

Journaling Activity: How did you feel during the activity? Has it been difficult for you to link any specific activity? Do you think you will be able to try this practise at work? Did any approach surprise you?

Resources

- A room where participants can move around
- Papers
- Highlighters
- Pens
- The three list chart
- List of hobbies and their approaches



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ASSESSMENT

- In Activity 1, participants will be assessed depending on their capacity to find their strongest points and link them to professional purposes.
- In Activity 2, participants will be evaluated according to their capacity to share their biggest inspirations and link them to professional purposes.
- In Activity 3, participants will be assessed depending on their ability to connect with their positive feelings and link them to professional purposes.
- In Activity 4, participants will be evaluated according to their capacity to link their hobbies to professional purposes.

REFLECTION&CALL TO ACTION

- Participation will be taken into account in the evaluation.
- Trainers will have to encourage participants to be sociable and interact with their colleagues.
- Trainers will play the role of “guide”. They must help the participants to achieve a proper critical thinking.
- Trainers must set real life situations where the participants could develop the main competences that have been learnt in the activities.
- Trainers should emphasise the importance of being passionate in our current society.

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ACTIVITIES WORKSHEETS:

Worksheet activity 1

Take 2 minutes to fill out each list:

Things you are good at	Things you enjoy doing	Things that give you a purpose



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Worksheet activity 2

Manual and artistic activities

I am good at teamworking and I contribute to a common purpose.

Playing football/basketball

I am very accurate and I pay attention to details. Strong sense of aesthetic.

Reading

I know how to use technological devices, I am familiar with the digital world.

Volunteering

I have a good command of understanding another language apart from my mother tongue.

Social networks

I have the ability to concentrate and focus. I also have a critical thinking.

Interested in languages

I am good at socializing and compromising. I have a good knowledge of many social problems.



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Lesson Plan

Topic: PASSION

Time estimation/duration of training session: 100 minutes

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

At the end of lesson/training session the participants will:

- learn how to be more passionate.
- be more empowered.
- have greater self-awareness and self-confidence.
- learn how they fulfillment of their vocational and other purposes.
- have increased satisfaction.
- motivate others as passion triggers passion.

Introduction/Activity 1: *Finding your Passions*²²

Passion may seem an odd word choice when paired with career, but rest assured that one of the most important elements of personal happiness is being passionate about your career and your job. Take a few moments to answer the questions in worksheet below.

For each answer try to come up with 3-5 answers. Once you have answered the questions look for themes in your answers.

What You'll Need:

- ✓ Copies of worksheets (see below).
- ✓ Pen or pencils.
- ✓ A private room.

Advice for the Facilitator:

Short free discussion with the participants.

²²See the worksheet on Section ACTIVITIES WORKSHEETS



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Main part/Activity 2: *Speed Dating with Purpose*

This activity guides students through thinking about what brings passion and purpose to their lives and helps participants reflect more deeply on why they love these things and how they gain energy from them.

Its objectives are: **Cognitive**, Through sharing things that bring their lives passion and purpose, participants will reflect more deeply on why they love these things and how they gain energy from them. Listening to others describe how they found their passions and purposes may inspire others who are less sure about their own interests and **Affective**: Discussing things that they enjoy in life may promote shared feelings of happiness.

What You'll Need:

- ✓ Timer
- ✓ Set up the room so it is conducive to pairs of participants talking

Instructions:

1. Explain to participants that they will be discussing with other participant (1) things that they feel passionate about and (2) things in their lives that feel meaningful or that give their life meaning.
2. Tell participants they will speak with 4 different individuals and will have 90 seconds with each.
3. Say, “During each 90-second ‘date,’ make sure each of you shares at least one thing in your life that you feel passionate about or that feels meaningful. Feel free to ask questions about what the other person shared for the remainder of the time.”
4. Have participants sit or stand with their first “date.” Begin timer for 1 minute and 30 seconds.
5. Continue for three additional rounds.
6. Gather the class together and ask individuals to share how this experience felt.
 - Did it help to clarify or define their passion/purpose? How?
 - What was it like to hear about meaningful things in others’ lives?
7. Wrap up the activity by reminding participants that discovering the people, places, and activities that bring us joy and meaning takes a lifetime. By identifying what you are passionate about and what makes your life feel meaningful, you may feel more guided in your choices and life path.

Advice for the Facilitator:

- If you anticipate participants will have trouble finding something to discuss on their “speed dates,” you may choose to do another inspirED activity before this activity such as this one, to get participants to reflect more deeply on their passions. You also may encourage them to reflect on and share about their hobbies and what they do for enjoyment.
- You may allow participants to choose their partners for each “date,” assign them in advance or have participants count off and then pair up based on a number (for instance, 1 through 4 meet



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with each of 5 through 8.)

- Encourage participants to respect others’ sharing.
- Celebrate the value of different passions and introduce collaboration on common passions.
- Optional discussion: How might different life experiences (loss of a loved one, physical disabilities later in life, travel, experiencing a natural disaster, etc.) impact the development of one’s passions and sense of purpose?
- Some participants might not have clearly defined ideas for what brings them passion and meaning. Let them know that this is okay.
- You may explain that the activities and ideas that we feel passionate about and the people, events, and engagements that bring meaning to our lives often develop and change over one’s lifetime and that high school participants are likely only in the beginning phases of discovering these things.

Main part/Activity 3: Mantra Ball Toss

Participants develop and share their personal mantras with one another through movement and sharing. Activity’s objectives are:

Cognitive: participants will be able to identify and repeat a personal mantra.

Affective: participants will feel encouraged to repeat their mantra in a social setting.

What You'll Need:

- ✓ A ball or something equivalent to safely toss around

Instructions:

1. Explain that a mantra is a word or phrase repeated to focus on a single thought or idea
2. Have participants to develop their personal mantra word or statement.
3. Here are some tips:
 - Focus on your values, goals, challenges.
 - Keep it short.
 - Make it a phrase you will actually use.
 - Make it positive (Think: what you will do versus what you will not do. For example, “Try your best” versus “Don’t be lazy.”)
4. Instruct participants to form a circle.
5. Explain participants will make eye contact with the receiver, speak their mantra as they toss the ball to the next person. Once a participant speaks their mantra, they sit down.
6. Initiate the activity by throwing the ball at one person, sitting after repeating your own mantra
7. Wrap up the activity by highlighting how recalling and reciting their personal mantras can help focus and motivate.
8. What did you notice about your energy level before and after the activity? When might it be helpful to repeat your mantra?



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Advice for the Facilitator:

1. Example Statements:
“I am enough.”
“I am awesome.”
“You got this.”
“Be calm.”
“Be confident.”
2. Encourage playfulness.
3. Ensure every student has a chance to repeat their mantra aloud.
4. Highlight the group experience.
5. What’s it like hearing others’ mantras?

Closure/Activity 4: *20 Things You Like to Do***What You'll Need:**

- ✓ Peace of paper and pens

Instructions:

1. To begin, list fifteen things you like to do. You must come up with fifteen. That's the only rule.(You can write down more, if you like.)
2. Now you're going to make a chart.
3. Take a piece of paper. Down the left side of the page, in the first column of the chart, copy your list of fifteen things you like to do. (The order is completely unimportant.)²³
4. Now, across the top of the page create 8-10 columns. Label them like this (you might have to write tiny): How long since you last did this activity? Free or costs money? Alone or with somebody? Planned or spontaneous? Job related? Physical risk? Fast-paced or slow-paced? Mind, body, or spiritual?
5. Feel free to add other categories that occur to you. (At home or in the world? Spouse likes also? Enjoyed a decade ago? Whatever. It's your list.) Now go through your chart and fill it out for each of your interests.

Advice for the Facilitator:

Open discussion after the end of activity.

More questions:

- What patterns emerge?
- What do these patterns tell you about yourself, life and especially about your passion?

²³See an exemplatable on Section ACTIVITIES WORKSHEETS



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Resources

- Copies of worksheets
- Pen or pencils
- A private room
- Timer
- A ball or something equivalent to safely toss around

ASSESSMENT

Each participant will fill out an evaluation form which will include the following questions:

- ✓ How useful was the lesson?
- ✓ What skills did you learn?
- ✓ What was the most challenging?
- ✓ Could you apply these knowledges in your work?
- ✓ Do you believe this lesson will be useful in the future for other session?

REFLECTION&CALL TO ACTION

- Facilitator will try to develop a competency and skill sets in the participants in order to perform them effectively and efficiently in the work or other place.
- Facilitator will communicate to the participants about what is expected out of training in a simple and professional way.
- Facilitator will promote communication and creativity among all.
- Facilitators will empower the participants.
- Facilitators will ensure that each participant be active.
- Facilitator will control possible conflict situations.
- Facilitator will reformulate ideas regularly, clearly stated, accent the points of convergence and divergence between the participants, seeking to reach in the objectives of activities.
- Facilitators will reformulate everything that was produced by the team, during the discussion and the development of activities, in order to reach the objectives initially set.
- Facilitator will ask participants to reflect and share what they learned from this experience.



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Questions for the facilitator:

- How did you feel after the activity?
- Did participants participate and seem engaged?

Moreover, remember to ask the participants to share their feedback on the activity:

- What went well?
- What suggestions do they have for making the activity better?
- Think about what you might do differently next time.

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ACTIVITIES WORKSHEETS:

Worksheet – Activity 1

FINDING YOUR PASSIONS

1. What do you love to do in your free time? Don't count activities you have to do or are doing to make you look better to other people. Identify the activities that you truly enjoy.
2. What are the skills that come to you without thought and effort? (Math, Helping Others, Art, etc.)
3. What are and/or have been your favorite classes and subjects?
4. If you could do any job in your life, what would you choose?
5. What types of things energize you? Think about people, places, and activities?
6. What areas are you already perceived as an expert (others seek your input and opinion)?
7. What values do you hold dear, that help guide how you live your life?
8. What are the subject areas you most enjoy reading about? When you are in a bookstore or the library, what are the subjects of the types of books and magazines that you are drawn to?
9. What types of volunteering/community service projects have you done or wish you have done?
10. Make a list of the careers that your closest friends work in (or plan to work in). See anything



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that really grabs your interest? Write them down.

11. Have your friends and family told you repeatedly that you would be excellent in a particular job or career? Do you have a deeply held desire for a particular career? Do you think about your calling in life? If so, what would it be?

12. What are some of the big goals you want (or still want) to achieve in life? Do you want to save lives? Makes lots of money? Be a movie star? Live in a big house? Save the Earth? Become president? Think big here -- and think about the top couple of goals that mean the most to you right now.

Final Thoughts

Everyone deserves the opportunity to live a life of fulfillment and passion. Looking deeply inside yourself and removing all obstacles (real and perceived), can help on your road to finding your career passion, achieving career success, and living your life.



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Worksheet (example) – Activity 4

	last time?	free/money?	alone/social?	planned?	work-related?	risky?	fast/slow?	mind/body/spirit
<i>computer games</i>	yesterday	money	alone	spontaneous			mostly slow	mind
<i>sex</i>	yesterday	free	social	spontaneous			slow I hope	all
<i>reading</i>	yesterday	mix	alone	spontaneous	sometimes		slow	mind
<i>writing about money</i>	now	free	alone	planned	work		slow	mind
<i>playing with animals</i>	today	free	alone	spontaneous			mix	spirit
<i>riding motorcycle</i>	last month	mix	alone	spontaneous		risky	fast	body
<i>speaking spanish</i>	november	mix	social	planned	sometimes		slow	mind
<i>beer, wine, and whisky</i>	yesterday	money	both	spontaneous		in a way	slow	body
<i>learning new things</i>	don't know	mix	both	both	sometimes		slow	mind
<i>hanging with friends</i>	last weekend	mix	social	planned	sometimes		slow	spirit
<i>good food</i>	yesterday	money	social	both			slow	body
<i>listening to music</i>	yesterday	mix	alone	spontaneous				mind
<i>teaching what I know</i>	last weekend	free	social	planned	work		slow	mind
<i>being outdoors</i>	last weekend	free	both	both		sometimes	slow	spirit
<i>exploring the world</i>	last weekend	money	social	planned			slow	spirit
<i>comic books</i>	don't know	mix	alone	spontaneous			slow	mind
<i>walking</i>	yesterday	free	both	spontaneous			slow	spirit
<i>being fit (not getting fit)</i>	2015	mix	both	planned				body
<i>cooking</i>	last month	money	both	both			slow	mind
<i>photography</i>	last weekend	mix	alone	spontaneous			slow	mind



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Lesson Plan

Topic: **PASSION**

Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- Be aware about their passions, interests and hobbies.
- Understand how could start a business based on **passions**.
- Learn effective strategies to stay motivated, inspired and on-track through own passions and interests.

LESSON STRUCTURE:

Introduction/Activity 1:

- Presence list;
- preparing the ones needed to begin the lesson;
- about **PASSION FOR WHAT HE/SHE DOES** - Your passion can be almost anything. It can be a hobby you have, a cause you believe in, or even an abstract idea like competition or making a difference in other people's lives. Just make sure it is something you are genuinely passionate about, something you know a bit about, and something you are actively engaged in.

Short presentation of concept:

Select something that genuinely excites you. It does not have to be directly related to the job – in fact, it shouldn't be, because that will sound insincere (after all, who is really passionate about spreadsheets?). The more sincere you are, the more likely someone will be able to sense your genuine



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excitement.

You also want to pick a passion that you are knowledgeable about. The employer might ask you some follow - up questions, so you need to be comfortable talking about the topic for at least a few minutes. For example, if you say your passion is reading novels, the employer might ask what your favorite book is. Be sure you know enough about the passion to provide some additional information. Pick a passion that you are actively involved with in some way. For example, you might say your passion is playing guitar, and you can add that you are in a band. If you say your passion is working with children, you can mention a volunteer organization you work for. You want to show your ability to devote yourself to something you believe in, so you need to show how you follow through with your passion. Keep in mind that your passion can be almost anything. It can be a hobby you have, a cause you believe in, or even an abstract idea like competition or making a difference in other people’s lives. Just make sure it is something you are genuinely passionate about, something you know a bit about, and something you are actively engaged in.

What am I passionate about?

Ask participants if they have a job, if they are passionate about a job. What do they want to do?

Distribute worksheet 1²⁴ to all learners.

Main part/Activity 2:

Students write on a sheet of paper 10 of the passions&qualities they have. Then discuss two by two about the similar and different passions they have in common.

- Why two people can not be the same? Not having the same passions&interests?
- How do I communicate with a person with disabilities?
- How do we tolerate the differences?

Worksheet/Role play²⁵

Main part/Activity 3:

Start a discussion with students about dominant qualities to become an entrepreneur. Send 2 students out of the class. After two minutes, ask one to come and whisper something to your ear. Do not agree with it and start a discussion a minute. One has to be assertive, the other passive. Make sure the other one enters, who will show another type of behavior. Stop and ask students to identify who was aggressive, passive and assertive.

Tell the learners that they will get a situation and that they will have to practice the types of behavior.

Ask him to take a card at random.

Tell them that they need to use non-verbal communication that suits behaviors. Group 3 and put him in a situation in front of others, and they recognize the type of behavior.

²⁴ See the sheet on Section ACTIVITIES WORKSHEETS

²⁵ See the sheet on Section ACTIVITIES WORKSHEETS



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Ex. A friend walks over to you, but forgets to leave, You have a job, you need to work urgently for the next day.

Situations:

1. Do not react. He can stay as he wants. Are you having fun. Find an excuse for the next day.
2. Tell him to leave because you work and you do not have time.
3. He explicitly has to leave and you can see another date.



Passive



Assertive



Aggressive

Closure/Activity 4:

Free discussions about the type of behavior - Conclusions

The trainer encourages free discussions to understand exactly the types of behavior.

Each student will self-evaluate at the end of the lesson.

Passive behavior: it is characterized by inertia. This kind of people tend not to understand their rights, for fear of hurting others. This kind of man does not have the courage to do something new, to be an entrepreneur.

Aggressive behavior: it is characterized by boldness. Aggressive people ask for what they want without thinking about others. Their domineering goal removes them from others and can not develop mutual trust and support that they need in everyday relationships. This feature blocks relationships, being a defect for an entrepreneur.

Assertive behavior: it is characterized by justice and efficiency. People assert their rights but show understanding and sensitivity in their relationships with others. People are passionate about what they do, who can work in the team, they can be successful entrepreneurs.

Resources

A) Pedagogical (methods and teaching methods): Breaking ice game, the debate, the storm of ideas, conversation, exposure, questioning.

B) Materials: computer, projector, writing instruments, flip-chart, worksheets, boards, post-it, dictionaries, smart board

C) Time: 60 minutes



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ASSESSMENT

- **Verification conversation** (by questions and answers);
Verification conversation (questions / answers) is heavily structured because the intent to verify is obvious; the initiative belongs almost exclusively to the evaluator teacher, who controls the situation;
It involves finally communicating appreciation.
- **Reaction of course participants:** the participants' reactions to the positive attitude are appreciated.
This information does not give a picture of what they have learned newly, but only of how they felt at the course.
- **Acquired Skills:** Assess how the course helped participants acquire new knowledge, skills and attitudes. By assessing the learning process, one can determine which approaches and activities were really effective in acquiring new skills. The following techniques are used to assess the learning process: tests (oral and written), simulations, observation.
- **Utility / Applicability:** Can some of what the learners have learned? It can be traced to what extent the learners have learned what they have learned in their day-to-day lives or in their professional work. In this situation, it is important for you, a course participant, to monitor and monitor if you really use what you have learned, when, where, and how, if there is any progress from when you first attended the course.

REFLECTION&CALL TO ACTION

After the lesson, reflect on the progress of the didactic process and mark it at the end of the didactic project or in a special notebook that is the didactic journal.

Reference may be made to:

- what you should not forget about preparing for the next training session;
- how many of your target content was not reached, and you'll need to redistribute them to another time associated with another theme;
- the successful and unsuccessful aspects of the class;
- mood before and after hours;
- advice that you would give to a colleague / teacher;
- feed-back analysis received from learners, etc.

We suggest the utility of recording the following:



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Do not forget!

Teaching journal

Works for the student's portfolio

The term of teaching

Teaching materials required for a later date

Mood

Strengths and weaknesses of the lesson

What would you keep and what you would change from the current lesson scenario

Self-rating: the mark

For PPT Ctrl+click here:



For Additional tools Ctrl+click here:





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ACTIVITIES WORKSHEETS:

Worksheet – Activity 1

What am I passionate about?

Every man has plans for a future career.

In each box write a career you want and its features. Then tick the features that you have in the column with yes or no. Put an x on the features you do not have.

First Choice	Career	Features	yes	no
.....				
.....				
Second choice	Career	Features	yes	no
.....				

Worksheet – Activity 2

Role play. Take 5 hypothetical hypotheses, of different people, but who have the desire to do the same thing in life, to be an entrepreneur focused on their passions. How a student takes the personality of each guy: 1. A person with disabilities; 2. A homeless person; 3. A person looking for a job; 4. A stranger; 5. A person over 50 years of age.

Do you have a free chat that would be a good chance to succeed? What qualities does each have?

Which of the following qualities has the greatest chance of being dominant and achieving its desire?

1. Vision
2. Creativity
3. Know the domain
4. Determination, passion
5. Charisma, persuasion
6. Responsibility
7. Decision maker
8. Problem solver
9. Gut feeling
10. Positive attitude
11. Trust in people

Each participant will check on the board a feature that seems to me the most important. In the end, the answers will be interpreted.



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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

PASSION

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Passion
learning resources	1) "What if I'm not excited about anything? What if I don't have any passions? What then?" https://www.youtube.com/watch?v=Goh_51mpTvU 2) "If You're Passionate, You Can Do Anything" https://www.youtube.com/watch?v=gwy9eEuKqg8
2-3 work sheets that can be used in the training session activities	1. Passion Test https://thepassiontest.com/ 2. Worksheet – Passion Roadmap https://store-h5d6u1d2vw.mybigcommerce.com/content/downloads/PDFS/roadmap_small.pdf



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	<p>3) Finding your Passions Worksheet</p> <p>http://learningfactor.com.au/wp-content/uploads/2014/05/Finding-Your-Passion-Worksheet.pdf</p>
<p>2 participatory teaching&learning methods and how they could be used by trainer related to this topic</p>	<p>1. Pair exercise: "Childhood Dream Job"</p> <p>Trainer instructions: use the following questions to interview your partner about his/her childhood dream job. Then, switch roles so each person gets a chance to share.</p> <ul style="list-style-type: none"> • When you were little, what did you want to be when you grew up? (If you had multiple dream jobs, just pick one.) • Why was this dream job so appealing? Give three reasons. • What skills would this job require? • What kind of personality traits would be an asset in this job? • Do you still want to have this dream job? Why or why not? <p>Personal Reflection of each learner: What can you learn about yourself and your personality by reflecting on your childhood dream job?</p> <hr/> <p>2. Game – "What You Really Want!"</p> <p>The trainer invites the participants placed in a circle to think of a situation where they usually feel compelled to act or do something. In turn, each using the word I MUST, will express that situation. Then each participant replaces the word I MUST with the I WANT verb. Each participant sees the difference between the two ways - in which situation he/she did feel more spontaneous, freer, passionate?</p> <p>The game helps to understand how people feel when they do something bound, and how they</p>



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	<p>feel when they do something with desire, because they like it, because they have a passion for something.</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>1. Study Case: a social business based on music PASSION of a women²⁶:</p> <p><i>What Is It?</i> Fresh Oil Music Centre is a community-based music studio, inspired by musician, composer, teacher and church leader Sheila Smyth. It offers access to equipment and a relaxed setting in which to record music sessions, supporting Sheila’s desire to pass on the joy and healing energy that music and song has brought her local community. The mission for the Centre is to enrich lives by enabling the recording of music that’s sung and shared for pleasure. It was motivated by the success of local group, ‘Voice of the Bann’. This unique singing group brings together people from across the Lisburn area, including Protestants and Catholics, empowering communities and providing a united musical voice.</p> <p><i>How Does It Work?</i> The recording studio is accessible to all members of the community. There’s great demand for its services, and people are happy to pay a fee for the facilities. Sheila is currently devising a pricing structure that will enable the service to remain accessible, relaxed, inclusive and profitable.</p> <p>2) Exercise: Consider&compare two people:</p>

²⁶ Source of study case - Growing your own social venture Guide <https://graphicalhouse-journey.s3-eu-west-1.amazonaws.com/rooted-nesta-bh9v.pdf>



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	<ul style="list-style-type: none"> • Tom is obsessed with the idea of being a runner: He reads running magazines, has the newest and most stylish running gear, and talks about running with almost everyone he meets. He runs every once in a while at the gym, but usually for about 15 minutes before he decides to get in a conversation with someone about running. • Annette is a 52-year-old middle school science teacher. Every morning before work, she slips on her running shoes and goes for a 5 mile run in the trails behind her home. She rarely talks about it. But she’s being running nearly every morning for 25 years. <p>Which person would you call <i>a runner</i>? Which person do you think has a passion for running?</p>
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p>Henri Junttila - Do What You Love: Essays on Uncovering Your Path in Life</p> <p>https://www.entrepreneur.com/article/240396</p> <p>https://www.entrepreneur.com/article/241828</p> <p>https://www.wakeupcloud.com/passion-ultimate-guide/</p> <p>https://www.wakeupcloud.com/too-many-interests/</p> <p>https://www.wakeupcloud.com/how-to-follow-your-heart/</p>



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<https://www.entrepreneur.com/article/240303>

<https://www.inc.com/christina-desmarais/8-tips-on-how-to-turn-your-passion-into-a-business.html>

<https://drive.google.com/file/d/0B10egm1TR4yROXFMOWxjX0VpQ1ZrMnJuUIJYWVVLd1AybWhz/view>

<https://www.seek.com.au/career-advice/step-by-step-guide-to-following-your-passion-1>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

Please take a moment to answer the following questions. Your comments are an **important contribution** as we design learning experiences to meet your training needs.

What will you do **differently** in your practice/service setting as a result of this training?



What do you feel were the **strengths** of this training?



What do you feel were the **weaknesses** of this training?



How can be **improved** this training?



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What **additional skill** development education do you require?



b) Trainer Self Evaluation & Reflection Sheet:

	1 low	2	3	4	5 high
Overall, I was pleased with the lesson					
How I rate myself in the following areas:					
<i>a) Fair to all students, not partial to some students</i>					
<i>b) Responsive to student needs</i>					
<i>c) Understanding of students' commitments and conflicts, while upholding the highest standards</i>					
<i>d) Stimulating - I encourage students to think outside the box, to offer opinions, to participate, and to get excited.</i>					



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<i>e) Dedicated to integrating class content to real life experiences, and professional life</i>					
<i>f) Adaptable. I always have a plan, but can go with the flow if it will improve student comprehension</i>					
<i>g) Optimistic. I regularly state high expectations to the students and expect students to meet challenges. I believe in my students' abilities and I reinforce their capacity to be successful</i>					
List 1 thing that went very well:					
List 1 thing that could have been better:					
MY TRAINING IMPROVEMENT FOCUS IS NOW TO:					



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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

PASSION

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Passion
learning resources	1) Tips For Rekindling Your Passion [Comic] https://blog.toggl.com/rekindling-passion/ 2) How to write a personal mission statement https://www.getrichslowly.org/personal-mission-statement/ 3) Exercise - Your personal mission statement https://drive.google.com/file/d/0B0GiJgxIfgA7UFZkQWM0VGVU1cDg/edit
2-3 work sheets that can be used in the training session activities	1) Passion Discovery Worsheet: https://www.sterling.edu/sites/default/files/Passion%20Discovery%20Worksheet.pdf 2) Ponder Your Passion Worksheet https://www.squawkfox.com/wp-content/uploads/2008/04/passion_worksheet.pdf



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<p>2 participatory teaching&learning methods and how they could be used by trainer related to this topic</p>	<p>1) The Passion Exercise: http://kevinrafferty.com/wp-content/uploads/2016/05/Your-Passion-Exercise-6.pdf</p> <p>2) Brainstorming sessions on team of 4 participants. The topics within each team are as follow:</p> <ul style="list-style-type: none"> • Are you where you want to be? • Have you accomplished all you thought you would by now? • Are you enjoying the lifestyle, travel, weekends and leisure pursuits you’ve always dreamed of? • Do you want a more fulfilling career or business? • Could your relationships be deeper, more rewarding, and more meaningful?
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>1) Example of an entrepreneur that followed his passion²⁷: ”Find that special something that will transform a business”:</p> <p>As a child, Richard Crasnick loved to play paper football (where you flick a paper football and try to make a touchdown). As he got older, the Redondo Beach, Calif., resident daydreamed about creating a leather football, instead of the paper version. In 2000, Crasnick created his leather football game and launched <u>FIKI Sports</u>, which stands for "Flick It and Kick It."</p>

²⁷ Source of this example is: <https://www.entrepreneur.com/article/206268>



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It took Crasnick three years to sell his first 100,000 units. His big break came in early 2002, when he obtained licensing to use college logos on his products. By 2005, the company was selling more than 1 million units per year. Crasnick then decided to increase sales by getting an NFL license. While it proved difficult, he persisted and ultimately obtained NFL licensing in 2006.

Crasnick credits his licensing deals as the "special something" that transformed his business from passion to success. Today, FIKI Sports sells to large retailers such as Sports Authority and Sears, and offers other types of tabletop sports games as well as football. And even in this economy, sales and profits are growing

2) 3 Entrepreneurs Turn Hobbies Into Business Success:

<https://www.americanexpress.com/en-us/business/trends-and-insights/articles/3-entrepreneurs-turn-hobbies-into-business-success/>

3) Exercise - Make a "Creativity Board":

Each participant should start by taking a large poster board, put the words "New Business" in the center and create a collage of images, sayings, articles, poems and other inspirations as suggests Michael Michalko, a creativity expert and author of creativity books and tools.

"The idea behind this is that when you surround yourself with images of your intention - - who you want to become or what you want to create -- your awareness and passion will



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	<p>grow," Michalko says.</p> <p>As own board evolves and becomes more focused, each participant will begin to recognize what is missing and imagine ways to fill the blanks and realize his/her vision based on passion.</p>
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p>Angela Duckworth - Grit: The Power of Passion and Perseverance</p> <p>https://passionplanner.com/blog/get-the-most-out-of-your-passion-planner/</p> <p>https://www.weareteachers.com/40-ways-to-incorporate-your-own-interests-and-passions-into-your-lessons-2/</p> <p>https://interestingengineering.com/turn-your-passion-into-profit-with-these-7-helpful-tips-for-building-a-hobby-based-business</p> <p>https://www.squawkfox.com/five-ways-to-find-your-passion/</p> <p>https://www.getrichslowly.org/finding-purpose/</p> <p>https://thedreamshareproject.com/</p> <p>https://dreambigfilm.com/education/</p>

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<https://www.linkedin.com/pulse/my-life-outside-work-passion-fun-priorities-how-i-have-branson>

EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

- ✓ List what you consider to be the 3 strong points of this lesson

- ✓ List what you consider to be the 3 areas in need of improvement for this lesson



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b) Trainer Self Evaluation & Reflection Sheet:

Training elements	1=Unsatisfactory	2=In Progress	3=Proficient Level	4=Exemplary Level
a. Planning/Preparation				
b. Lesson Presentation				
c. Teacher/Student Interaction				
d. Questioning				
e. Knowledge of Topics				
f. Provision of Feedback to Learners				
g. Classroom/groups management				
h. Assessment				



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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

PASSION

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Passion
1 learning resource	15 reasons why passion is important at work https://content.wisestep.com/passion-at-work/
2-3 work sheets that can be used in the training session activities	Find your passions worksheet https://www.upb.pitt.edu/uploadedFiles/Finding%20your%20Passions%20Worksheet(1).pdf Zero to passion https://zerotopassion.com/wp-content/uploads/2014/06/Zero-to-Passion-Worksheet-2-Finding-Your-Passion.pdf



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<p>2 participatory teaching&learning methods and how they could be used by trainer related to this topic</p>	<p>Teach Passion http://practicaltheory.org/blog/2013/04/02/teach-passion/</p> <p>How to find and do work you love https://www.youtube.com/watch?v=jpe-LKn-4gM</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>Make a creativity board https://www.entrepreneur.com/slideshow/299687#2</p> <p>Make a list of people who are where you want to be https://www.entrepreneur.com/slideshow/299687#3</p>
<p>1 evaluation form for learners</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>1 self-evaluation form for trainer</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>list of sources of inspiration/bibliography</p>	<p>Krippendorff, K. (2012): «Fast Exercises To Find Your Purpose And Passion For Work», <i>Fast company International</i> <https://www.fastcompany.com/3001583/fast-exercises-find-your-purpose-and-passion-work>.[Consulting: 5-06-2019].</p> <p>Erts, N. (2018): «Top 50 Team-Building Games that Your Employees Would Love to Play», <i>Cakehr</i><https://blog.cake.hr/top-50-team-building-games-employees-love-play/> [Consulting: 5-06-2019].</p>



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	<p>Girard, L. (2014): «5 ejercicios creativos para encontrar tu pasión», <i>Entrepreneur</i> <https://www.entrepreneur.com/article/266758>. [Consulting: 5-06-2019].</p>
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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

Please mark the answer for each of the following questions:

a = Strongly Agree

b = Agree

c = Disagree

d = Strongly Disagree

e = No Opinion/Not Applicable

1. The course contributed to improving my skill.

a	b	c	d	e
---	---	---	---	---

2. Course objectives were clearly explained.

a	b	c	d	e
---	---	---	---	---

3. Games, group activities and exercises were appropriate and useful.

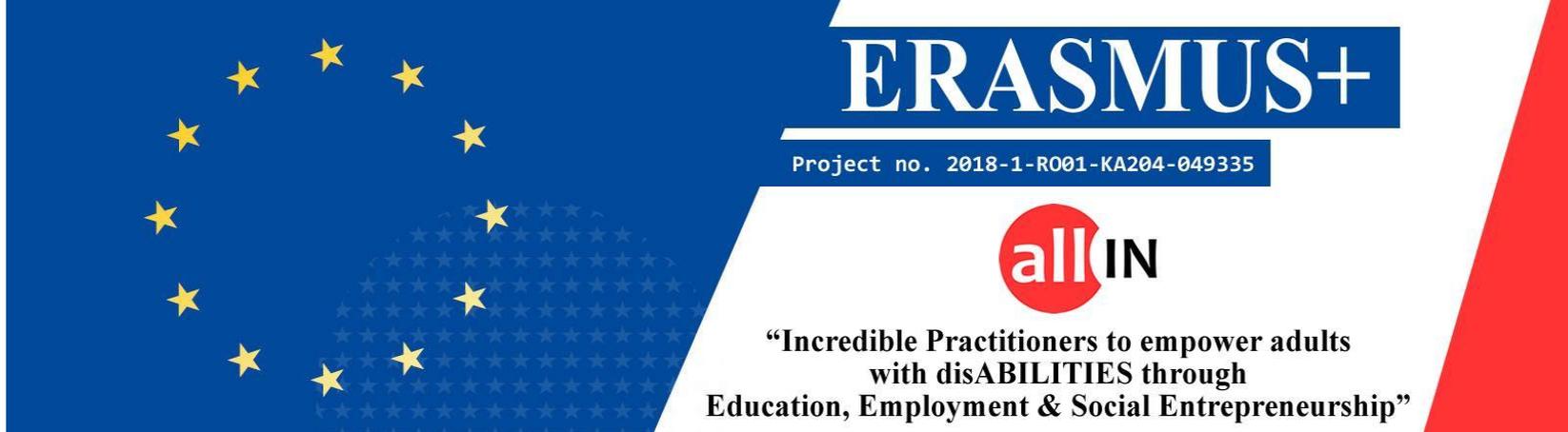
a	b	c	d	e
---	---	---	---	---

4. Amount and types of assigned course work were appropriate.

a	b	c	d	e
---	---	---	---	---

5. Course content was well organized.

a	b	c	d	e
---	---	---	---	---



6. Trainer demonstrated an enthusiasm for the subject.

a	b	c	d	e
---	---	---	---	---

7. Trainer encouraged students to ask questions and participate in class discussions.

a	b	c	d	e
---	---	---	---	---

8. Trainer maintained classroom atmosphere conducive to learning.

a	b	c	d	e
---	---	---	---	---

9. I would recommend this training to others.

a	b	c	d	e
---	---	---	---	---

b) Trainer Self Evaluation & Reflection Sheet:

1. Please mention 3 positive aspects of this training:
2. Please mention 3 aspects of this training that would need improvement:
3. Lastly, please add any other comments related to the overall evaluation of this training:



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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

PASSION

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Passion
learning resources	How to Find Your Passion: https://www.wikihow.com/Find-Your-Passion How To Find Your Passion (Plus The 30 Question Passion Quiz): http://www.ilivethelifeilove.com/how-to-find-your-passion-30-questions/
2-3 work sheets that can be used in the training session activities	1) Find Your Purpose: http://thepositiveproject.net/wp-content/uploads/2016/05/Find-Your-Purpose-Worksheet-1.pdf 2) Discovering Your Passion Worksheet: http://www.managingmindspaces.com/toolkit/download/Mindspaces-Discovering-Your-Passion.pdf
2 participatory teaching&learning methods and how they could be used by trainer related	8 Powerful Ways to Spark Passion in Your Team: https://greatperformersacademy.com/entrepreneurs/8-powerful-ways-to-spark-passion-



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to this topic	in-your-team How to Find Your Passion in 5 Creativity Exercises: https://www.entrepreneur.com/slideshow/299687
2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic	<p>1) Your Original Self</p> <p>Set aside about 10-15 minutes for quiet contemplation. (There's no writing involved in this exercise — only thinking.) Let your mind wander back to your childhood. Remember what you used to do to have fun — especially those times you especially treasured. When you were allowed to daydream or do whatever you wanted, what did you choose to do?</p> <p>Try to answer these questions:</p> <ul style="list-style-type: none">✓ What sorts of things attracted and fascinated you when you were a kid?✓ What sense — smell, sight, hearing, taste, touch — did you live through most? Or did you enjoy them all equally? What kinds of sensory experiences do you remember best?✓ What did you love to do (or daydream about), no matter how silly or unimportant it might seem now? Did you have secret aspirations and fantasies that you never told anyone about?



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After 10-15 minutes of unstructured reverie, ask yourself a couple of questions. First, do you feel like there's a part of you that still loves the things you loved as a child? What do you miss most? Next, ask yourself what talents or abilities these childhood dreams and passions might point to in the present. What can you do today to reconnect with some of who you were as a kid?

2) The violin prodigy story

A young violin prodigy was walking down the street one day trying to decide whether or not to pursue a life in music when he came upon the most famous violin teacher in the world. Scarcely believing his luck, he stopped the great teacher and asked if he could play for him, thinking he would abandon his dream of a career in music if the great teacher told him he was wasting his time.

The greater teacher nodded silently for him to begin. So he played, beads of sweat soon appearing on his forehead, and when he finished, he was certain he'd given his finest performance. But the great maestro only shook his head sadly and said, “You lack the fire.”

The young musician was devastated. Nevertheless, he returned home and announced his intention to abandon the violin. Instead, he entered the world of business and turned out to have such a talent for it that in a few short years he found himself richer than he'd ever imagined possible.

Almost a decade later he found himself walking down another street in another city when he happened to spot the great teacher again. He rushed over to him. “I'm so sorry to bother you,” he said, “and I'm sure you don't remember me, but I stopped you on the street years ago to play my violin for you, and I just want to thank you. Because of your



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	<p>advice, I abandoned my greatest love, the violin, painful as it was, and became a businessman and today enjoy great success, which I owe all to you. But one thing you must tell me: how did you know I didn't have what it takes? How did you know all those years ago I lacked the fire?"</p> <p>The great teacher shook his head sadly and said only, "You don't understand. I tell everyone who plays for me they lack the fire. If you had the fire, you wouldn't have listened."</p> <p>https://theamericangenius.com/real-estate-coaching-tutorials/the-violin-prodigy-inspiring-story-about-passion/</p>
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p>The Top 4 Reasons Passion Drives Startup Success: https://www.forbes.com/sites/georgedeeb/2014/12/04/the-top-4-reasons-passion-drives-startup-success/#7bead6741f16</p> <p>Activities :</p> <p>https://inspired.fb.com/activities/speed-dating-with-purpose/</p> <p>https://inspired.fb.com/activities/mantra-ball-toss/</p> <p>https://www.getrichslowly.org/finding-purpose/</p> <p>Learn about Passion: https://inspired.fb.com/teen-activities/learn-about-passion/</p>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

Rating scale:				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5
1. I found this course intellectually challenging and stimulating.				
2. I have learned and understood the subject matter in this session.				
3. The workload in this course was reasonable and appropriate.				
4. Course materials were well prepared and carefully explained.				
5. Methods of assessing learners work were fair and appropriate.				
6. Feedback on assessments/graded work was valuable.				
7. The trainer seemed enthusiastic about teaching the session.				
8. The trainer encouraged learners to share their own ideas and to ask questions.				
9. The trainer was adequately accessible to learners during office hours or after class.				
10. Overall, this person performs effectively as a trainer.				



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b) Trainer Self Evaluation & Reflection Sheet:

Rating scale:				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5
1. Overall, I was pleased with the training				
2. How I rate myself in following areas:				
-Focused on the learner				
-Created a comfortable learning environment				
-Kept learning outcomes consistently in mind				
-Felt prepared				
-Had mastery of the content				
-Facilitated effective participant activities				
-Made adjustments in delivery to better meet participant needs				
-Manage pace of the training well				
-Transitioned well between content items				
3. List two things that went well:				
4. List two things that could have been better:				



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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

PASSION

Specific Support tools	Name of tool			
4-6 slides with content of topic lesson	PPT - Passion			
learning resources	1) 15 Inspiring Entrepreneurs Who Built Careers Around Their Passions and Social Media https://www.entrepreneur.com/article/246049 2) 15 Quotes on Finding Success by Following Your Passion https://www.inc.com/john-brandon/15-quotes-on-finding-success-by-following-your-passion.html			
2-3 work sheets that can be used in the training session activities	1) DREAM LIFE Vision worksheet https://elysesantilli.com/wp-content/uploads/2017/12/Vision-Worksheet.pdf 2) Make an inventory of your abilities, passions and occupation appropriate to them: <div style="text-align: center; margin-top: 10px;"> <table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border-bottom: 1px solid black; padding: 5px;"><u>Abilities</u></td> <td style="border-bottom: 1px solid black; padding: 5px; width: 100px;"><u>Passions</u></td> <td style="border-bottom: 1px solid black; padding: 5px; width: 100px;"><u>Occupation</u></td> </tr> </table> </div>	<u>Abilities</u>	<u>Passions</u>	<u>Occupation</u>
<u>Abilities</u>	<u>Passions</u>	<u>Occupation</u>		

a



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	<p>b</p> <p>c</p> <p>d</p> <p>e</p>
2 participatory teaching&learning methods and how they could be used by trainer related to this topic	<p>https://inspired.fb.com/activities/?emotion=passion-purpose</p> <p>http://www.4h.ab.ca/VentureOut/leaders/pdf/activities/who/Act9_Visioning_Board.pdf</p>
2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic	<p>1. A Short Story About Passion</p> <p>https://medium.com/@yesidanderfer/a-short-story-about-passion-af2d56d79a78</p> <p>2) http://www.oprah.com/spirit/whats-your-passion-exercise-find-your-passion/all</p>
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p>https://www.seek.com.au/career-advice/step-by-step-guide-to-following-your-passion-1</p> <p>https://www.fastcompany.com/3024888/why-encouraging-employees-to-be-entrepreneurs-can-create-an-incredible-place-to-w</p> <p>https://www.opstart.ca/what-makes-an-entrepreneur-10-key-qualities-of-successful-entrepreneurs/</p> <p>https://www.chieflearningofficer.com/2016/10/03/entrepreneur-as-a-skillset-2/</p>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

Please write the following text on a paper:

- I like the training ... because ...

- I think next time the trainer should ... because ...

- The course is good because ...



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b) Trainer Self Evaluation & Reflection Sheet:

Use post-it notes to evaluate your own teaching.

- ✓ What have I learnt from my own activities?

- ✓ What have I found easy in my teaching?

- ✓ What have I found difficult in my teaching?

- ✓ What do I want to know more for improvement?



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SELF CONFIDENCE

Self confidence is a key entrepreneurial skill for success. It is easy to become demoralized, frustrated and resentful if you lack self-confidence.

Self-confidence is concerned with how a person feels about his/her ability. A successful entrepreneur believes in his/her abilities. He/she is not scared to explore un-chartered territories, take risk and take difficult decisions.

Self-confidence, however, is not a personal trait that either someone has or has not. A person can have high self-confidence in one situation and totally lack in another. This is one of those skills that can be developed by training.

What's the one thing that all successful business owners have in common? They can tap into their self confidence, even if they're secretly scared. Self confidence is one of the biggest business asset.

Everyone should learn that developing real confidence means forgiving him/herself, being kind to him/herself, and choosing to view failure as an experience rather than an endpoint.



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Lesson Plan

Topic: SELF CONFIDENCE

Time estimation/duration of training session: 120 minutes

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

LESSON STRUCTURE:

Introduction/Activity 1:

Short free discussion with the participants:

- Having confidence in yourself is more important than most anything else
- Sometimes things go wrong
- But most things go well and we should see the challenges as opportunities

Activity 1 – Getting to know myself²⁸

Main part/Activity 2:

Self confidence is not a static measure or manifesting only in one area or one role. It can increase and decrease and some days someone may feel more confident in a certain role (for instance in role of parent) and some days may feel confident in other role (for instance in role of friend or husband).

Activity 2 – ” Roll inventory”/group exercise

Trainer divides the group into teams of 3 participants and invites all to inventory, list, and associate with graphical symbols personal roles active at this time in their lives. Then the roles identified are presented in the team and analyzed from the perspective of the multitude / diversity / focus on certain roles and activities and their correlation with self-confidence. Conclusions in the big group.

²⁸ See the sheet on Section ACTIVITIES WORKSHEETS



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Main part/Activity 3:

There are always a few obstacles that can keep someone from achieving goals. Most of the time, these obstacles are so obvious that they do not seem like obstacles at all, and all he/she can see is that his/her resolve to be self-confident is not taking him/her anywhere. Therefore, it is important someone becomes aware of these seemingly harmless obstacles that have all the power to stop he/she: fear, negativity, judgement etc.

Activity 3 – “Overcoming challenges”²⁹

Closure/Activity 4:

Awareness short debate on:

- ✓ Importance of being self-confident
- ✓ Importance of being positive towards yourself

Activity 4 – “Attitude Adjustment”

This is a pair game. Trainer instructions:

Confidence relies on your attitude and on the perception of other's attitudes as well. It also relies on your ability to navigate through a negative attitude and not take that negativity into yourself. This game is played like charades. Slips of paper with different kinds of negative attitudes written on them are placed in a basket or bucket. One player picks an attitude and thinks of the best scenario to discuss and display this attitude. Another player is the listener. The listener tries to make the person with the attitude change the negative attitude into a positive attitude. His/her success at accomplishing this will build confidence in his/her ability to handle different attitudes in real life and not let it impact him/her negatively.

Resources

- video projector
- flip chart
- sheets of paper of different sizes
- post it
- worksheets
- additional support tools as they are described in Syntethic sheet

²⁹ See the sheet on Section ACTIVITIES WORKSHEETS



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ASSESSMENT

It will be used an Evaluation Sentence Completion Worksheet³⁰:

1. What did you understand about self confidence skill in this training session?
2. How will you use&practice the skill of self confidence in developing a business?
3. In which areas do you think you need additional explanations and more practice?

REFLECTION&CALL TO ACTION

Each participant writes a short story of half page describing how he/she will practice self confidence in the next week after completing the course.

Each story is read in the group to act as a promise to practice this skill.

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For Additional tools Ctrl+click here:



³⁰ It will be completed by each participant in the training



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ACTIVITIES WORKSHEETS:

Worksheet – Activity 1

Each learner completes this sheet, showing his/her key interests, strengths and personality traits as a basis for building self confidence:

My interests:
1.
2.
3.
My strengths:
1.
2.
3.
My personality traits:
1.
2.
3.



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Worksheet – Activity 3

Trainer gives some instructions:

New challenges help us grow. Sometimes, fears can get in the way. Think about a challenge you'd like to overcome. What's stopping you? How could you overcome your fears and grow?

First, complete the individual sheet and then talk with your colleagues in teams of 3 people. In this way you can compare your fears and ideas about your own obstacles that will prevent you from showing self confidence

The challenge I'd like to overcome is:	
My fears about doing it are:	My good reasons to do it are:
Specific ways I could overcome these fears:	



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Lesson Plan

Topic: SELF CONFIDENCE

Time estimation/duration of training session: 90 minutes

KEY LEARNING AREA:

- 1. Soft Skills
- 2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- be aware of what self confidence means and why it is an important skill to have success in personal&professional life
- recognise the extent to which their self-confidence is affected by external judgements and not by their real capabilities
- increase their level of confidence and self esteem by practicing different practical strategies, techniques and methods
- feel comfortable in their own skin.

LESSON STRUCTURE:

Introduction/Activity 1:

Short free discussion with the participants:

Self-confidence is something someone builds every day. It can give him/her a feeling of being powerful. It will make him/her to believe that can take on any challenge. This is important to success in a variety of areas. Self confidence is closely linked by being positive.

Exercise: "Gratitude Visit"

Trainer instructions for participants:

- 1) Think about someone who has had a positive impact on your life, or someone who has done



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something that has raised your self confidence level. It could be a parent, a friend, a professor, a partner, or just about anyone else. Preferably, this will be someone who you are able to visit.

2) Write a letter to your selected person telling how he/she has impacted your life for the better. Tell how he/she have helped you to be more self confident and why is important for you having this skill.

3) Read the letter to your colleagues and discuss in small teams.

4) If possible, deliver your letter in person, after the course!

Main part/Activity 2:

For everyone there will be obstacles placed along his/her path. How and whether or not he/she manages to overcome these obstacles is entirely up to him/her. It will however, mold and shape him/her, make him/her stronger, wiser, and more self confident.

Activity 2 – “The Story of My Confidence”

During this activity, trainer will ask participants to write a short story in three parts: the past, present and future. In this way they develop a sense of meaning, which has been found to contribute to self confidence&fulfillment. Trainer asks that they identify some of their personal strengths in each of the three sections³¹. In the "future" section, your clients will write about their ideal future, and how they hope to achieve it by being self confident.

After allowing time to write, trainer asks group members to share what they've written – comments and discussion on teams.

Main part/Activity 3:

Building confidence is a daily habit that every person who wants to become entrepreneur and every entrepreneur needs to incorporate into their routine.

Activity 3 – “4 Unique Ideas, Every Time when I Am Non-confident!”

Trainer instructions:

Participants are divided in teams of 3 persons. First each person should produce a list with:

- "4 things that are better than staying home all day" and
- "4 old ideas that I can make new all over again"

Then lists are compared and analyzed within team. The emphasis is on the ideas that could increase the level of self confidence by doing something lucrative and by using own abilities&skills.

This exercise encourages participants to get over the fear of coming up with bad ideas and pushes them to think beyond the ordinary.

³¹ See the sheet on Section ACTIVITIES WORKSHEETS



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Closure/Activity 4:

Awareness short debate on the sentence:

“Nobody can tell you what you can and what you cannot. It’s just you who decide your own limit.”

Activity 4 – “My promise to myself is”

Trainer instructions for participants:

a) Write down what you want to accomplish and how it will help others. It seems weird to set personal goals with other people in mind, especially as our brain is [designed](#) to put us first all the time. However, if you can’t see how a goal you are setting will impact those around you, then you are likely not setting the right goal.

b) Make a plan: Break the goal up into several steps, that way you can celebrate success as you go which will give you motivation and confidence to continue. Set a schedule, be consistent, and hold yourself accountable.

c) Stop waiting for the right moment: Don’t wait for anyone’s permission to improve yourself. If you want for that moment, you’ll let everything pass you by. Go do it.

Resources

- video projector
- flip chart
- sheets of paper of different sizes
- post it
- worksheets
- additional support tools as they are described in Syntethic sheet

ASSESSMENT

Trainer hands out index cards, pencils and markers. Then, ask the participants to make postcards that address the answers to the bellow questions:

- What mental image from the program stands out in your mind?



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- If you could make a postcard of that image, who would you send it to?
- What would you write on the back?

REFLECTION&CALL TO ACTION

Trainer goes around the group and gives each participant a turn to speak to the following questions:

- Name one thing you will do differently when you leave here today.
- What is the most important thing you are going to take away from this experience?
- What will you commit to doing to make sure what you learned and achieved here is not lost?

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ACTIVITIES WORKSHEETS:

Worksheet – Activity 2

The Past:

Write the Story of your Past. Be sure to describe challenges you have overcome and personal strengths that allow you to do so.

The Present

Describe your life and who you are now. How do you differ from your past self? What are your strengths now? What are your challenges now?

The Future

Write about you in your ideal future. How you will be different than you are now?



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Lesson Plan

Topic: **SELF CONFIDENCE**

Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- Understand how important self-confidence at workplace is.
- Be able to be confident outside their comfort zone.
- Build healthy relationships due to confidence.
- Be more assertive.
- Communicate more effectively.
- Achieve a positive headspace and improve their performance considerably.
- Influence others.
- Gain energy and motivation to take action.

LESSON STRUCTURE:

Introduction/Activity 1: *Role playing*

The main purpose of this activity is to set different scenarios to the participants for them to know how they would react to two specific situations. The aim is to encourage them to realize that they have a great capacity of adaptation.

Materials: A room big enough for them to move and cards that give the information about the different scenarios.

Directions: Participants will distribute themselves in groups of three and pick a card. In the card they



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will find three characters and a context of the situation. They will have 10 minutes to choose a character and prepare a 3 minutes representation in front of their colleagues. Participants will be valued depending on:

- How they show opinions
- How they transmit confidence while speaking
- How they use their body language
- If they reach a consensus or not

Journaling Activity: Has it been difficult for you to represent a particular situation? Have you ever felt awkward during the activity? Do you think this activity has helped you to break down your barriers? Do you consider this activity will help you to be more self-confident?

After this activity, participants will be part of different unknown situations and will develop a feeling of self-confidence as they will be able to adapt to them.

Main part/Activity 2: *What would you say to your past self?*

The best way to increase confidence is to have a proper motivation which encourages you to leave all the negative aspects behind. With this activity participants will have to travel back in time and realize how many things they have overcome in order to boost their confidence.

Materials: Paper and pens.

Directions: Participants will have about 15 minutes to write down in a blank paper things that they consider as goals they have achieved in the past. After it, they will have to imagine their lives in 5 years time and what would they say to their future selves. They could include the following information:

- A fear that they have overcome
- A work they achieved
- A place where they would like to be living
- An ability that they have acquired

Conclusion: Do you think that you have a better sense of self-confidence now? Which advices would you give to your future self? What would you say to your past self? Do you think you will improve your confidence a couple years from now?

Main part/Activity 3: *Rate yourself*

It is common knowledge that we are not aware of our abilities and capacities. With this activity, participants will have to reflect about their opinion about themselves. Is their own image as negative or positive as expected?

Materials: Pens and a chart with the abilities they will have to score themselves.

Directions: Participants will have to score their abilities from 1 to 10 and then calculate how much points they have in total. After it, they will be allowed to compare their punctuations with the rest of the participants.



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Conclusion: After this activity, participants will be able to reflect about their self-stem and realize which aspects they need to improve on. On the other hand, they will also realize that there are some aspects in which they are good at and they had never reflected about it. Furthermore, they will be able to use their strongest points as their engine for being productive.

Closure/Activity 4: *Little chat*

This last activity will allow participants not only to reflect about their positive aspects but also to know what is the opinion of the other participants about them.

Materials: A room big enough, paper and pens.

Directions: Participants will have to do this activity in pairs. Once they are distributed, they will have a little conversation of a couple of minutes. They can talk about their aspirations, their past goals, their families, etc. After both participants have expressed themselves, they will have 5 minutes to write four things they like about themselves and 4 things they liked about the other participant. Lastly they will swap their papers.

Journaling Activity: Has it been difficult for you talk about your aspirations or goals? Have you felt awkward during the activity? Do you think this activity has helped you to be aware of your positive points? Was what the other person wrote about you a surprise?

Do you consider this activity will help you to be more self-confident? Do you think that a greater sense of self-confidence helps you in order to fight against your insecurities?

Resources

- A big room.
- Cards with different roles and situations (Worksheet n°1).
- Papers and pens.
- A chart with personal abilities (Worksheet n°3).



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ASSESSMENT

- In Activity 1, participants will be assessed depending on their capacity to adapt themselves to different situations.
- In Activity 2, participants will be evaluated according their capacity to set a positive mindset for their future.
- In Activity 3, participants will be assessed depending on their ability to reflect about their abilities.
- In Activity 4, participants will be evaluated according to their capacity to talk about their capacities and rate the other person in a positive way.

REFLECTION&CALL TO ACTION

- Participation will be taken into account in the evaluation.
- Encouraging the participants to interact between them and to share their strongest points about themselves will be one of the main purposes of the trainers.
- Trainers will play the role of “guide”. They must help the participants to achieve a proper critical thinking.
- Trainers must set real life situations where the participants could develop the main competences that have been learnt in the activities.
- Trainers should emphasize the importance of being self-confidence in our current society.
- Participants must highlight other’s abilities and try to feel inspired about them.

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For Additional tools Ctrl+click here:





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ACTIVITIES WORKSHEETS:

Worksheet - Activity 1

Situation 1: Promote a business	Actors
An event where a person is promoting its brand new eco-friendly food company to others. Showing different opinions, confidence while speaking, body language and reaching a consensus will be valued.	Owner of the company who talks about the benefits
	Possible client who makes questions
	Person who disagrees with the purpose of the company

Situation 2: Different approaches of doing a task	Actors
Three different people try to reach a consensus over how to do a task. Showing different opinions, proper body language and reaching a final consensus will be valued.	Lazy person who want to take a lot of time to finish it
	Stressed person who want to finish the task before the deadline
	Person who disagrees with the project and wants to change it.

Worksheet - Activity 3

Rate all of these aspects from 1 to 10:

Aspects	Points
I believe in myself.	
I am just as valuable as other people.	
I would rather be me than someone else.	
I am proud of my accomplishments.	
I feel good when I get compliments.	
I can handle criticism.	
I am good at solving problems.	
I love trying new things.	
I respect myself.	
I love myself even when others reject me.	
I know my positive qualities.	
I focus on my successes and not my failures.	
I'm not afraid to make mistakes.	
I am happy to be me.	
	Final score:



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Lesson Plan

Topic: **SELF CONFIDENCE**

Time estimation/duration of training session: 90 minutes

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- identify their own positive traits and accomplishments.
- improve their self confidence
- feel more valued and less anxiety
- reduce negative thoughts
- learn how to tackle life's challenges with more certaintymanage
- learn how to maintain a positive mental attitude

LESSON STRUCTURE:

Introduction/Activity 1: *This Year's Milestones*³²

Many years ago, stones set beside the road marked distances between towns. These stones, called milestones, were indications of a traveler's progress. Later, the meaning of the word milestone was generalized to mean “a significant point in any journey or development.”

What You'll Need

- ✓ Printed worksheets and pens.

³²See the worksheet on Section ACTIVITIES WORKSHEETS



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- ✓ A private room.

Instructions

1. Ask the participants to fill in the worksheet.
2. Open discussion with the participants.

Main part/Activity 2: *Don't Wait Too Long!*³³

Once you have decided that there are some things about yourself that you would like to change, don't wait too long to start changing them! You may miss some golden opportunities because you aren't prepared. Instead, get started! In the worksheet below, list some changes that you want to make. Self confidence is not a static measure or manifesting only in one area or one role. It can increase and decrease and some days someone may feel more confident in a certain role (for instance in role of parent) and some days may feel confident in other role (for instance in role of friend or husband or colleague).

What You'll Need

- ✓ Printed worksheets and pens.
- ✓ A private room.

Instructions

1. Ask the participants to fill in the worksheet.
2. Suggestions: Your habits, your goals, your grades your appearance.
3. Open discussion.

Main part/Activity 3: *Raising Self Esteem with the Positive Affirmations*

When it comes to raising self esteem in people, the use of words is very powerful and important. Words can build people and words can destroy people. This is a powerful exercise for not just raising self esteem but also in bonding with your friends, colleagues etc.

What You'll Need

- ✓ A private room.

Instructions

1. Get in a group of at least 5 people

³³See the worksheet on Section ACTIVITIES WORKSHEETS



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2. Sit around in a circle
3. One person goes and stands in the middle of the circle while the others are still sitting, and they say what they like, admire, and respect in all the remaining people still sitting down.
4. Once they have finished complimenting everyone, the next person goes into the middle of the circle and does the same thing.
5. Keep repeating this until everyone has had a go.
6. The only rule to this exercise is that you are only allowed to say positive things about the people you are doing the exercise with; no negative thing must be said.

Closure/Activity 4: *Positive experiences*

What You'll Need

- ✓ A bowl or box
- ✓ Index cards
- ✓ Private room

Instructions

1. Get the participants to sit in a circle and give them one index card each.
2. Ask the participants to write their names on top of the index card and put it in the bowl. Shake the bowl to mix the cards.
3. Pass the bowl around and let the participants pick one index card. Ask them to write one positive thing about that person. They pass the card to the next person and the next until everyone has written at least one positive thing about that person.
4. Collect all the cards and put them back in the bowl.
5. Give the cards with their names back to the participants and let them read the positive things people have to say about them



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Resources

- printed worksheets
- sheets of paper and pens
- a bowl or box
- index cards

ASSESSMENT

Each participant will fill out an evaluation form which will include the following questions:

- ✓ How useful was the lesson?
- ✓ What skills did you learn?
- ✓ What was the most challenging?
- ✓ Could you apply these knowledges in your work?
- ✓ Do you believe this lesson will be useful in the future for other session?

REFLECTION&CALL TO ACTION

- Facilitator will try to develop a competency and skill sets in the participants in order to perform them effectively and efficiently in the work or other place.
- Facilitator will communicate to the participants about what is expected out of training in a simple and professional way.
- Facilitator will promote communication and creativity among all.
- Facilitators will empower the participants.
- Facilitators will ensure that each participant be active.
- Facilitator will control possible conflict situations.
- Facilitator will reformulate ideas regularly, clearly stated, accent the points of convergence and divergence between the participants, seeking to reach in the objectives of activities.
- Facilitators will reformulate everything that was produced by the team, during the discussion and the development of activities, in order to reach the objectives initially set.
- Facilitator will ask participants to reflect and share what they learned from this experience.



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ACTIVITIES WORKSHEETS:

Worksheet – Activity 1

Each participant completes this sheet, showing their key interests, strengths and personality traits as a basis for building self confidence:

What might be some of the significant points along the path from where you are now to where you hope to be in one year? Record them on the numbered lines

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.



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Worksheet – Activity 2

Changes I Want To Make	Steps I Can Take To Make The Changes

For PPT Ctrl+click here:



For Additional tools Ctrl+click here:





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Lesson Plan

Topic: SELF CONFIDENCE

Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- understand what is self confidence and why is it important
- be aware about what are its benefits for personal and professional life
- practice different ways to improve the level of self confidence
- understand how entrepreneurship is linked with self confidence

LESSON STRUCTURE:

Introduction/Activity 1:

Short presentation of concept: How Can Entrepreneurs Be More Confident

Self-confidence plays a very important factor in career growth. To survive in today's demanding workplace, it is important to build self-confidence. Not only does it give visibility to the person but also makes sure that his/her voice is heard. It is something which doesn't happen overnight. However, by following a few steps, one can gain confidence to win in life.

The trainer lists out a few tips for young entrepreneurs to help them build their self-confidence.

Read Motivational Stories:

X - Motivational Speaker, believes reading a motivational story is always helpful when you are



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struggling with low confidence.

“Also, do things which you thought you should have done but haven't done yet. Like, you wanted to apologize to your mother for your not so kind behavior with her the other day. But, you could not gather the courage. So, when you are low on self-confidence, do these things. It would take the baggage off your chest and make you feel great about yourself and that is precisely what is required to boost your confidence.”

Don't be Afraid to Fail:

It is not easy to overcome the fear of failure. It stops us further from taking risks and trying new things in life.

Y - feels the biggest blow to anyone's self-confidence is failure.

“While it is okay to feel disappointed the first time you fail, people should remind themselves relentlessly until they have internalized the message that no failure is permanent. In fact, even the smallest failures will teach you more than the biggest victories would. Therefore, it is important to teach yourself to not fear failure. It's the best thing to do.”

Learn To Be Proud:

Low confidence is one of the common reasons why people don't take risks.

Z - emphasized that budding entrepreneurs should never be afraid of taking risks.

“Self-confidence is your biggest weapon and tool when it comes to entrepreneurship or a startup. Wear it proudly! Through your work, always seek to bring a positive change in the society. Believe in yourself, your aim, and your abilities. Keep your head high, feet on the ground, and aim for the stars”.

Believe You Can Do It:

One must always remember to operate from the space of “I can do it” because it also includes the learning and skill development necessary for “How will I do it?”.

“We confuse “I can do it” with “How will I do it?”. Being confident that ‘I can do it,’ comes very naturally but it gets overshadowed by ‘How to do it?’ So, don't let the ‘How will it happen?’ overwhelm you”!

Main part/Activity 2:

“Trust the instinct until the end, even if you have no reason” – Ralph Waldo Emerson

Get ready for a marathon not a sprint, dedicate a story to the mission, and you will certainly succeed. The entrepreneur's major trait is and must be self-confidence. Entrepreneurs believe in their own ability to do things better than others, or think the idea of their business is better than others. The ability to look at the full side of a glass bead makes things move faster as obstacles are viewed with greater ease. Of course, as far as the simplist is concerned, it can be said that self-confidence is confused with the unconscious, because with regard to the statistics provided by INS, two thirds (62%) of newly created businesses in one year are created by former skilled workers and unqualified.

Ultimately, this principle also applies to the remaining 38%, given that the largest share of new entrepreneurs is under 40 years of age. There must be a melange between self-confidence and a dose of unconsciousness or madness that, unfortunately, decreases with age.



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”We do not have to believe everything people say, but we can not even believe they speak absolutely groundless” - Immanuel Kant

When you start your business, of course you will assume a number of roles: accountant, salesman, purchaser, marketer ... absolutely understandable in the conditions of a difficult start, from a financial point of view. But where the business begins to stand, the best entrepreneurs take a step back to leave the place of the specialists. Unfortunately, this principle is not true for most. Even after the number of employees grows, their tendency is: ”I need to know what is happening everywhere” or ”I know best what to do”. Fear of failure is manifested at a level of control that has negative repercussions, be it the organization of culture - the perception of the management of an enterprise locked in micromanagement, or the embarrassment of the business at a stage that can no longer be overcome. It seems the hardest thing for 100% dedicated entrepreneurs is to determine when it is time to start to delegate.

Here comes the connection with the first point: *self-confidence*. To have confidence to delegate, you have to trust yourself. I think you can hire good people so you can develop a process that can be followed by employees and why not, trust that you can take on some employee mistakes. Loan lending develops the employee’s self-confidence, and profitability is not how to be otherwise than positive.

The trainer asks the students to start with a list of 3 things that they like and they are good at. Then they are asked to look for which of them there is a group of students with an unmet need and to help them by proposing solutions, but on the condition of trust in solutions and their own forces.

Tips:

Start with the right mentality and expectations. You will have to learn, work, get out of your comfort zone, fail and pass over to get to success.

- Trust in own resources, which is the engine for the entrepreneur;
- Entrepreneur trust in employees and delegation of tasks
- the trust your partners need to inspire to have a business that will last in time.

”If you trust yourself, inspire others” - Johann W. von Goethe.

If you trust yourself and some values that you believe in, such as consistency, fairness and respect for people, you will get both the trust of the partners and the employees. When you believe in yourself and believe in people, they turn to believe in you!

Game play: Students are divided into two groups.

- ✓ Group 1 - those who say a desire, but they do not think they can do it.
- ✓ Group 2 - those who find the arguments for the desire to be done.

It is used the dialogue technique in two.



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Main part/Activity 3: Employ yourself, be an Entrepreneur

Start by thinking where you "burn" (what is your passion, what you really know, etc.). People often leave the wrong questions, like, "What is the wearing?" "What is it that makes money now?"; "Do you know what business has a mine acquainted?" ... questions that may possibly go on, do not start a business. People who succeed in a field are those who are "consumed"; by the field, who have a strong motivation and value their abilities in this direction. It is true that there are trends that should not be neglected, but they must matter more than the context in the applicability of the idea / product / service that I think, that the results will be maximum, otherwise I will miss the factors of uniqueness, absolutely indispensable in the equation of success.

More specifically, I am leaving what I am good at, I see what can come on the market again (here I analyze the current market context: current needs, competition, their minuses - which I can build pluses and their pluses - that they can not miss to me and where I can complete), I see what costs are expected (6 months investment - rentals, rentals, salary stocks and / or expenses etc), do risk analysis, see what partnerships that can benefit from development, with whom I associate the name, why do collaborators I need to outsource what does not belong to my own area of "excellence" etc ... Many times, after pulling a line, I do not have enough resources to support what I propose ... do I do in this case? I use credit or other loans, analyze the funds that I can access or I am looking for a person / company to associate with me. Solutions are found as long as:

- I feel like I am sure what I want to do, I am good at this (not business at all) and I am ready to learn what I do not master.
- I know that the Idea / Product / Service thought of me comes to the market with one or more factors of uniqueness ("first"; "the only" or "the best")
- I build an intelligent team to stimulate performance.
- I realize that the success of those who instead of "why?" ask "why not?";
- I do not forget that those who see more obstacles have taken their eyes from PURPOSE!

Most of the lessons you learn from your own experience and even if you are educating yourself in this regard, your situation is a new, personal context, which will add to different situations like this. Important are successes - for the speed at which you move further, the failures are important - for the lessons you offer for further growth.

Students will be able to describe the benefits and challenges of being self employed and the qualities a person needs to be self employed.

Procedures:

1. Discuss with students that entrepreneurs are people who own and operate their own businesses. They may apply their talents in a wide variety of ways: however, successful entrepreneurs seem to have certain characteristics in common.
2. Students take the "Employ yourself . . . Be an Entrepreneur" Checklist³⁴. These questions will help

³⁴ See the sheet on Section ACTIVITIES WORKSHEETS



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them to learn more about entrepreneurs and themselves. None of this can predict business success, but at least it can be used as a starting point in exploring if a student is interested in being self-employed.

3. Discuss student scores on the checklist.

4. Discuss the benefits and challenges of being self employed. These could be written on 3x5 cards and divide the class into benefits and challenges. Create a fictitious business such as starting up a T-shirt, computer repair, or a lawn maintenance company.

Additional benefits or challenges could be added according to the business being considered.

- Satisfaction of creating my own job
- Able to follow my own interests
- Variety, because no day is predictable
- Feeling of control over my schedule and working conditions
- Opportunity to be creative and test my ideas
- More tax deductions
- Flexible work hours
- No dress code

Challenges:

- Potential for financial loss if business doesn't succeed
- Isolation if I work alone
- Constant pressure to keep sales up and work coming in
- Loss of a workplace structure
- The need to do paperwork and record keeping
- No benefits such as health, dental, and disability
- Long hours
- Unpredictable income
- Hiring competent employees

Closure/Activity 4:

Short discussion on the results of Checklist completed on Activity 3.

Resources

A) Pedagogical (methods and teaching methods): Breaking ice game, the debate, the storm of ideas, conversation, exposure, questioning.

B) Materials: computer, projector, writing instruments, flip-chart, worksheets, boards, post-it, dictionaries, smart board

C) Time: 60 minutes



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ASSESSMENT

- **Verification conversation** (by questions and answers);
Verification conversation (questions / answers) is heavily structured because the intent to verify is obvious; the initiative belongs almost exclusively to the evaluator teacher, who controls the situation;
It involves finally communicating appreciation.
- **Reaction of course participants:** the participants' reactions to the positive attitude are appreciated.
This information does not give a picture of what they have learned newly, but only of how they felt at the course.
- **Acquired Skills:** Assess how the course helped participants acquire new knowledge, skills and attitudes. By assessing the learning process, one can determine which approaches and activities were really effective in acquiring new skills. The following techniques are used to assess the learning process: tests (oral and written), simulations, observation.
- **Utility / Applicability:** Can some of what the learners have learned? It can be traced to what extent the learners have learned what they have learned in their day-to-day lives or in their professional work. In this situation, it is important for you, a course participant, to monitor and monitor if you really use what you have learned, when, where, and how, if there is any progress from when you first attended the course.

REFLECTION&CALL TO ACTION

After the lesson, reflect on the progress of the didactic process and mark it at the end of the didactic project or in a special notebook that is the didactic journal.

Reference may be made to:

- what you should not forget about preparing for the next training session;
- how many of your target content was not reached, and you'll need to redistribute them to another time associated with another theme;
- the successful and unsuccessful aspects of the class;
- mood before and after hours;
- advice that you would give to a colleague / teacher;
- feed-back analysis received from learners, etc.



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We suggest the utility of recording the following:

Do not forget!

Teaching journal

Works for the student's portfolio

The term of teaching

Teaching materials required for a later date

Mood

Strengths and weaknesses of the lesson

What would you keep and what you would change from the current lesson scenario

Self-rating: the mark

ACTIVITIES WORKSHEETS:

Worksheet – Activity 3

Each participant answers the questions with YES or NO.

1. Are you able to get a point across in a conversation?

-
-

2. Do you have family and family friends who work for themselves?

3. Are you good at giving oral presentations in class?

-
-

4. Do you think you would like talking to friends and others about services and products that could benefit them?

-
-

5. Do you like being in charge of school events or just planning your weekend?

-
-

6. Is it important that you decide what you will do each day rather than someone else?

-
-

7. Are you usually the first person to introduce yourself in a group of new people?



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8. Do you stick with things rather than give up?

9. Would you feel comfortable asking for the names of friends and colleagues to contact?

10. Do most people consider you outgoing and self-confident?

11. Would you be comfortable with a career in which income may vary from week to week or month to month? (for example – no steady paycheck)

12. Do you expect to fulfill your dreams for the future?

13. If you get lost, would you ask for directions?

14. Do you prefer to set your own goals rather than someone else doing it?

15. If you fail at something, do you bounce right back?

16. Do you consider yourself a good sales person?

17. Do you want a work schedule that doesn't fit into the traditional 8-5 schedule?

18. Do you look for different ways of doing things?

19. Would you be comfortable calling strangers for appointments?

20. Do you generally step forward and ask for what you want?



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Give yourself one point for each “yes” answer. If you scored between 14 and 20, you probably have the necessary qualities to create your own business opportunity and competently handle the challenge involved. If you scored between 10 and 13, you may have the makings of an entrepreneur but may need more experience before taking the plunge. If you scored below 10, at this point in your life you are probably better suited to traditional employment.

Ex. What are some examples of occupations and skills to consider for self-employment?

<p>Accountant Information Researcher Auctioneer Internal Trainer Bricklayer Machine Shop Operator Business Plan Writer Mail Order Entrepreneur Car Buying Agent Medical Illustrator Carpenter Personal Fitness Trainer Carpet Cleaner Personal Improvement Coach Children’s Party Planner Personal Shopper Computer Consultant Recycling Consultant Web Designer</p>	<p>Computer Game Designer Rock Climbing Gym Owner Computer Tutor Security Engineer Day Care Provider Specialty Optical Equipment Manufacturer Day Spa Operator Sports Scout Desktop Publisher Taxidermist Disc Jockey Tax Preparer Greeting Card Writer Travel Writer Grounds Maintainer Vending Machine Operator Home Inspector Hunting Guide Outfitter</p>
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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

SELF CONFIDENCE

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Self Confidence
learning resources	1) Measuring Self-Efficacy with Scales and Questionnaires https://positivepsychologyprogram.com/self-efficacy-scales/ 2) 27 Powerful Quotes to Boost Your Self Confidence https://www.codeofliving.com/27-powerful-quotes-to-boost-your-self-confidence/
2-3 work sheets that can be used in the training session activities	1) BRIEF SELF-ESTEEM INVENTORY by Ken Williams: http://www.relationshipskills.com/resources/Self-Esteem-Inventory.pdf 2) SELF-ESTEEM INVENTORY: https://us.ctrinstitute.com/wp-content/uploads/2018/12/Self-Esteem-Inventory2.pdf 3) The 11 Best Career Quizzes to Help You Find Your Dream Job: https://www.themuse.com/advice/the-11-best-career-quizzes-to-help-you-find-your-dream-job



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<p>2 participatory teaching&learning methods and how they could be used by trainer related to this topic</p>	<p>1) Role play - Positive Self Image and Self Confidence http://mtstcil.org/skills/image-5.html</p> <p>2) Group Dynamic - ”TALENT CHAIRS” Participants discover talents and qualities of theirselves and others. One leader, who doesn't have a chair, calls out a quality using a formatted statement. All participants who possess this quality must get up from their chairs and find a different chair to sit in. The leader will find a chair to sit in during this exchange. Instead of losing their place in the group, the person who doesn't get a chair becomes the next group leader and determines the next quality to be discovered.</p> <p>Have the first leader stand in the center of the circle while all the others are in the chairs. The leader begins a statement by saying "Stand up and find another chair if you...." and finishes the statement with an attribute that may apply to the other participants. Everybody who possesses that attribute will stand and find another chair that is not immediately next to them, unless that is the only other chair available. The leader claims one of the empty chairs and one person will be left standing. This person is the new leader and repeats the process.</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>1) Affirmation cards: ‘I am’ Trainer gives some explanations to learners: One of the first steps to self confidence is to actually like yourself and feel that you are ‘ok’ as a person. To do this one method which can be effective is positive self talk. This can be achieved through ‘affirmations’. Talking to yourself in a positive way ‘I can do it’, ‘I can sort out the problem’ ‘I am kind to others’ and so on.</p>



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	<p>Trainer uses these cards and asks participants to pick 2 cards to take with them. Then in small groups they talk about why she/he has chosen those specific cards.</p> <p>https://www.elsa-support.co.uk/wp-content/uploads/affirmation-cards.pdf</p> <p>2) Story - FEATURE-Danish social enterprise manufactures self-esteem for disabled https://uk.reuters.com/article/denmark-disability-social-enterprise/feature-danish-social-enterprise-manufactures-self-esteem-for-disabled-idUKL5N22B4CW</p>
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p>Cara Alwill Leyba - Like She Owns the Place: Give Yourself the Gift of Confidence and Ignite Your Inner Magic</p> <p>https://wellinsiders.com/self-confidence-key-building-business-says-female-entrepreneur/</p> <p>https://www.entrepreneur.com/article/309425</p> <p>https://bookboon.com/blog/2016/09/the-soft-skill-self-confidence-is-vital/</p> <p>https://bookboon.com/blog/2015/11/be-your-own-superhero-maximize-your-strengths/</p>



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<https://www.squawkfox.com/how-to-spot-your-strengths/>

<https://www.brainline.org/article/who-me-self-esteem-people-disabilities>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

What was your biggest learning experience since attending the course?

.....

.....

.....

.....

What skills/knowledge/attitude do you have now, that you didn't have before attending the course?

.....

.....

.....

.....

What will you be able to do better since attending the training session?

.....

.....

.....

.....



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What will be the biggest change your colleagues/team/family will be able to see/hear/feel since you have attended the course?

.....
.....
.....

What are you going to do to put what you have learnt into your day to day personal&professional life (be specific)?

.....
.....
.....

Any other comments about your experience?

.....
.....
.....



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b) Trainer Self Evaluation&Reflection Sheet:

Trainer Attributes “I”:	I have strength in this area ✓	How I will build strength in this area
○ understand group dynamics - the stages all groups go through; am comfortable with conflict resolution		
○ am flexible - read and interpret my participants' responses (verbal and nonverbal) and adapt my plans to meet their needs; am in charge without being overly controlling		
○ am open to new ideas and perspectives - am aware that I don't know all the answers; recognize that I learn from participants as well as offer them new knowledge or perspectives		
○ am compassionate - understand that much of the material may have an emotional impact on participants; am		



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empathetic and understanding when participants' experience emotional reactions to training		
○ make my remarks clear and easy to remember - present one idea at a time and show relationships between ideas; summarize when necessary		
○ enhance my delivery with illustrations - examples, charts, visuals, and audio aids		
○ am inclusive - encourage all participants to share their experiences and contribute to the group learning process		
○ am interested in evaluating my work - encourage the participants to give me feedback		



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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

SELF CONFIDENCE

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT- Self Confidence
learning resources	1) Self-Confidence Toolkit https://www.dreamsaroundtheworld.com/wp-content/uploads/2017/01/Self-Confidence-Handbook-Workbook.pdf 2) Confidence https://www.youtube.com/watch?v=1D-vyjQIUDc 3) Famous Inspirational Poem – IF by R. Kipling https://www.familyfriendpoems.com/poem/if-by-rudyard-kipling
2-3 work sheets that can be used in the training session activities	1) Self Perception Worksheet https://www.trainerbubble.com/downloads/self-perception-exercise/ 2) I am Great Because...Worksheet



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	<p>https://positivepsychology.com/wp-content/uploads/2017/05/Im-Great-Because...-Worksheet-1.pdf</p> <p>3) Life Story – The Past, Present and Future https://www.therapistaid.com/worksheets/life-story.pdf</p>
<p>2 participatory teaching&learning methods and how they could be used by trainer related to this topic</p>	<p>1) Group Dynamic - Don't Wait Too Long!</p> <p>Trainer splits the participants in group of 3 persons. Than some steps are taken within each team:</p> <ul style="list-style-type: none"> a. each person thinks rapidly what are the things about him/herself that he/she would like to change in different areas (suggestions: habits, goals, skills, appearance etc) b. in his/her group each learner presents "Change to be made" and "Steps to be taken to Make These Changes" c. Comparison of their view - free discussion. <p>2) Brainstorming – "A Recipe for Self Confidence"</p> <p>Trainer splits the participants in group of 4 persons. Each group will brainstorm a recipe for self confidence as if they prepare a kind of food - they have to choose the right ingredients, put them on, explain how they combine them to present a final recipe. Each group will introduce the recipe created to the other participants.</p> <p>1) http://www.gamesforgroups.com/selfesteemgames.html</p> <p>2) Confidence activities https://www.polk-fl.net/community/volunteers/documents/ymConfidenceActivities.pdf</p>



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<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>1) Visualisation exercises (identifying unique personal potential, careers and direction, lifting limits)</p> <p>A simple exercise with deep meaning, for any group size subject to appointing discussion leaders if appropriate. Review is optional. Thoughts can be shared and discussed or kept private; the type of review and follow-up depends on the situation.</p> <p>The purpose of the exercise is to encourage and enable people to think creatively and imaginatively about their direction and potential. As such it is particularly appropriate for people who lack confidence, or who need help visualising who they can be and what they can do.</p> <p>Ask people to imagine they are 18 years old and have just received a great set of exam results that gives them a free choice to study for a degree or qualification at any university or college, anywhere in the world. They also have a grant which will pay for all their fees. No loans, no debts, no pre-conditions.</p> <p>So the question is, given such a free choice, what would you study? Put another way, what would you love to spend a year or two or three years becoming brilliant at?</p> <p>For older people emphasise that they can keep all the benefit of all their accumulated knowledge and experience. They can even create their own degree course to fit exactly what they want to do. The important thing is for people to visualise and consider what they would do if they have a free choice.</p> <p>And then either during the review discussion and sharing of ideas, there are made the following points:</p>
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	<ul style="list-style-type: none"> ✓ You have just visualised something that is hugely important to you. So what's actually stopping you from pursuing your dreams? ✓ In almost all cases the obstacles will be self-imposed. ✓ Of course it's not always easy to do the things we want to do. But most things are possible - and you don't need to go to university for three years to start to become who you want to be and to follow a new direction. It starts with a realisation that our future is in our own hands. ✓ We ourselves - not anyone or anything else - determine whether we achieve potential, or instead regret never trying. <p>2) 10 Majorly Successful People With Disabilities: https://www.huffpost.com/entry/famous-people-with-disabilities_n_4142930?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xllmNvbS8&guce_referrer_sig=AQAAAGayVCBVqX18xzgmiPGh5_QcXLOfx_qSxuIoe_CBEadO18wm2AwliOWtSXc3GTgwYU3dd39xcuVdS_cXFZI6pkXl0j5My_iCVQXeeIDll0wjFAF_tyjll244mjEZEEdMLYD04Y7sCWL17xdQhbugScm2Zr2xb3Md_AZhKXs6iyzR3</p> <p>3) Rising above disability: The inspiring stories of 8 differently abled entrepreneurs https://yourstory.com/2018/09/rising-disability-inspiring-stories-8-differently-abled-entrepreneurs</p>
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow



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list of sources of inspiration/bibliography

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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

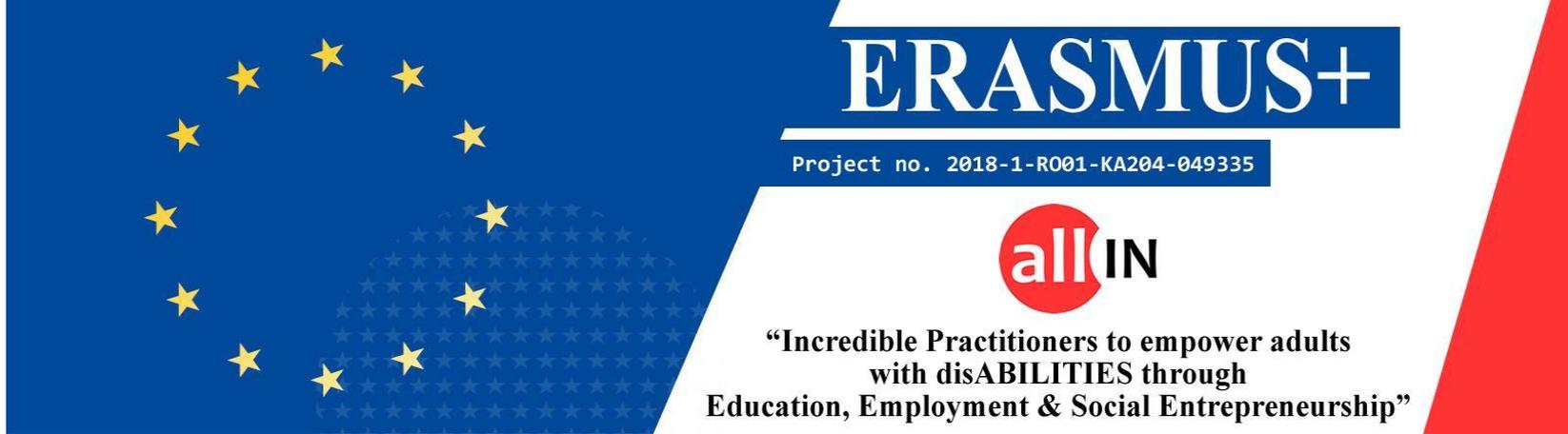
1. Please evaluate the course as a whole using a rank scale from 1 to 5 (1 being the lower rank in the middle of circle and 5 the higher rank outside the circle):

1	2	3	4	5
---	---	---	---	---

2. Do you consider that the course debates&activities are for you:

Why? Motivate, please:

3. Did you find out something that could inspire you? What is this thing?



b) Trainer Self Evaluation & Reflection Sheet:

Components of the Training Session - reflect on the training you facilitated. Respond to each item below by circling "Yes" or "No" and/or providing a comment, reflection, or example (if applicable).

Presentation

1. What presentation style(s) did you choose (e.g. lecture, discussion, role play, game, etc) to share the main content of the training? Was it appropriate for the content and audience?

2. What strategies did you use to give adequate and appropriate explanations of concepts?

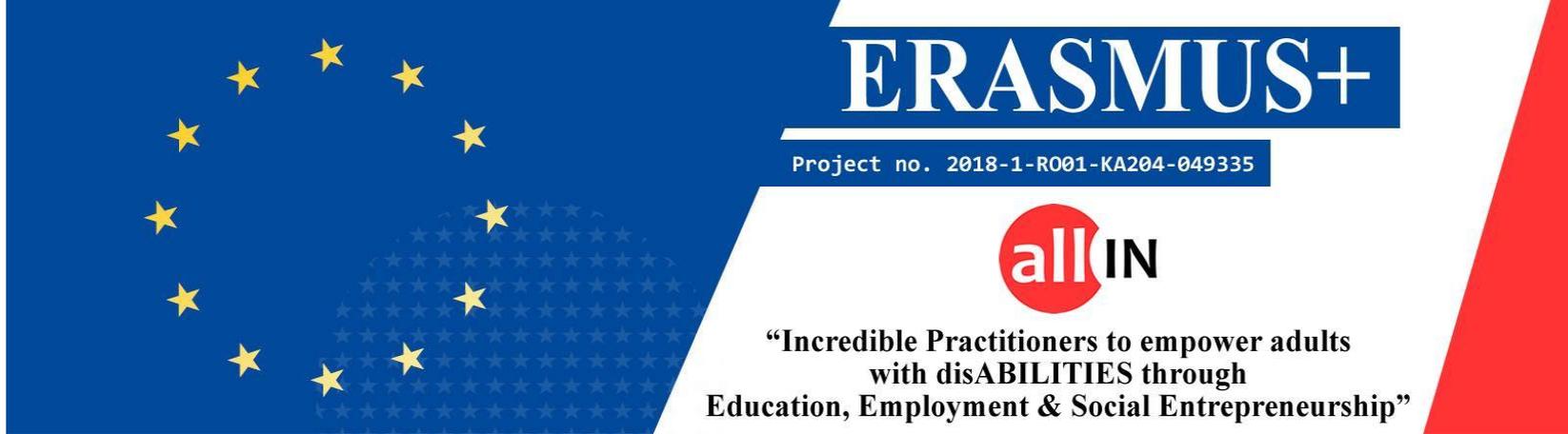
3. Did you solicit and respond to participants' questions?

Yes No Comment:

4. Did you periodically check participants' comprehension of the content? How?

Yes No Comment:

5. Did you review and summarize the main points at the end of the presentation?



Yes No Comment:

Practice

1. Did you set up the practice activities clearly and use the activities to give participants a chance to practice what was learned during the course? How?
2. How did you provide feedback to the groups on their activities?

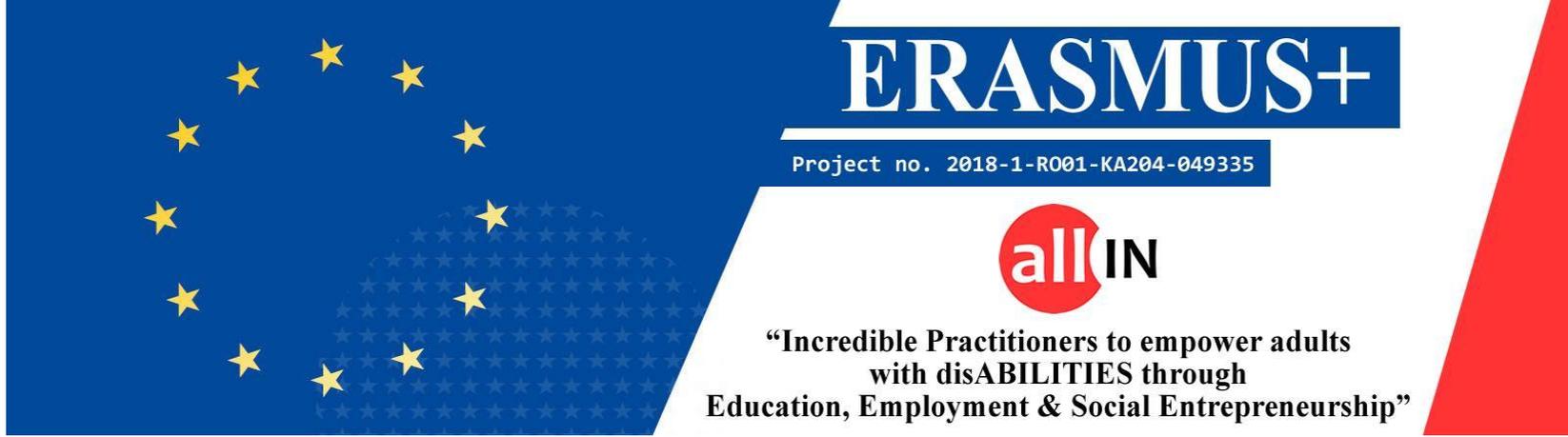
Application and Evaluation

1. How did the participants apply what they learned and practiced?
2. Did the participants have the opportunity share how they applied what they learned?

Yes No Comment:

Follow-Up

1. Were all of the participants' questions answered during the training?



Yes No Comment:

2. Did you give participants a follow-up task to do in their programs? If so, what was the task? When will the follow-up occur?

Yes No Comment:



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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

SELF CONFIDENCE

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Self-confidence
1 learning resource	Confidence in the Workplace – 13 Reasons it is Important https://content.wisestep.com/confidence-workplace/
2-3 work sheets that can be used in the training session activities	5 things I like about myself https://www.google.com/search?q=worksheet+for+self+confidence&tbm=isch&source=iu&ictx=1&fir=6b1siBZRmXcLEM%253A%252Cz7RmJn-mjK5bmM%252C_&vet=1&usg=AI4_-kRtG5FnIpiar1U2kUY03MsM9K-DnA&sa=X&ved=2ahUKEwjZ1NDc_-PiAhWCyYUKHSf0BC4Q9QEwBXoECAUQDg#imgrc=6b1siBZRmXcLEM: Self-confidence challenge https://www.google.com/search?q=worksheet+for+self+confidence&tbm=isch&source=iu&ictx=1&fir=ji081VFQXzu90M%253A%252CFTPovIRohHn8nM%252C_&vet=1&usg=AI4_-kTeszFrv8RC9GipeBuBbSbJLMTwig&sa=X&ved=2ahUKEwjZ1NDc_-



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	PiAhWCyYUKHSf0BC4Q9QEwDHoECAUQHA#imgrc=ji08lVFQXzu90M:
2 participatory teaching&learning methods and how they could be used by trainer related to this topic	<p>Top tips for teaching self-confidence https://www.huffpost.com/entry/top-tips-for-teaching-self-confidence_b_8404400</p> <p>Teaching Strategies to Help Build Self-Confidence http://www.teachhub.com/teaching-strategies-help-build-self-confidence</p>
2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic	<p>I am great game https://positivepsychologyprogram.com/wp-content/uploads/2017/05/Im-Great-Because...-Worksheet-1.pdf</p> <p>Proud of me game https://classroom.synonym.com/self-confidence-games-7878124.html</p>
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p><i>Butler, M. (2019): «Role Playing Readiness», oureverydaylife</i> <https://oureverydaylife.com/confidencebuilding-games-5929198.html>. [Consulting: 10-06-2019].</p> <p>Ackerman, C.(2019): «What is Self-Worth and How Do We Increase it? », <i>Positivepsychologyprogramme</i> <https://positivepsychologyprogram.com/self-worth/>. [Consulting: 10-06-2019].</p> <p>Guarino, G. (2019): «Love Yourself And Others Worksheet? », <i>Pyschpoint</i> <https://www.psychpoint.com/mental-health/worksheets/love-yourself-and-others/>. [Consulting: 10-06-2019].</p>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

Please answer the questions bellow:

1. What was most useful?

2. What was least useful?



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3. What else would you like to see included in this training? Are there any other topics that you would like to be offered this training course in?

4. Would you recommend this course to colleagues? Yes/No Why?

5. Any other comments?



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b) Trainer Self Evaluation & Reflection Sheet:

Please choose the number which reflects your opinion regarding your own training session:

	Not Appli- cable	Strongly Disagree	Disagree	Can Not Decide	Agree	Strongly Agree
1. The training content supported the learning objectives.	N/A	1	2	3	4	5
2. The training length was sufficient to deliver the content.	N/A	1	2	3	4	5
3. The training design (i.e., materials and learning activities) encouraged my participation in the class.	N/A	1	2	3	4	5
4. The training provided opportunities to practice and reinforce what was taught.	N/A	1	2	3	4	5
5. The training activities were at an appropriate level to understand the learning objectives.	N/A	1	2	3	4	5



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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

SELF CONFIDENCE

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Self Confidence
learning resources	1) Self-Esteem Activities, Programs, and Protocols https://www.recreationtherapy.com/tx/txself.htm 2) A Game to Boost Your Child's Self-Esteem https://www.verywellfamily.com/develop-self-esteem-with-interactive-games-2162838
2-3 work sheets that can be used in the training session activities	1) Low Self-Esteem: How It Begins https://www.cci.health.wa.gov.au/~media/CCI/Mental%20Health%20Professionals/Self%20Estem/Self%20Esteem%20-%20Worksheets/Self-Esteem%20Worksheet%20-%202001%20-%20How%20Low%20Self-Esteem%20Begins.pdf 2) Healthy selfesteem https://www.cci.health.wa.gov.au/~media/CCI/Mental%20Health%20Professionals/Self%20Estem/Self%20Esteem%20-%20Worksheets/Self-Esteem%20Worksheet%20-%202010%20-%20Health%20Self-Esteem.pdf
2 participatory teaching&learning methods	1) Video:



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<p>and how they could be used by trainer related to this topic</p>	<p>https://www.youtube.com/watch?v=FFxbBd2rL7I</p> <p>2) Raise your self-esteem https://www.liveyourtruestory.com/7-simple-exercises-to-raise-your-self-esteem-confidence/</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>1) There was a business executive who was deep in debt and could see no way out. Creditors were closing in on him. Suppliers were demanding payment. He sat on the park bench, head in hands, wondering if anything could save his company from bankruptcy. Suddenly an old man appeared before him. “I can see that something is troubling you,” he said. After listening to the executive’s woes, the old man said, “I believe I can help you.” He asked the man his name, wrote out a check, and pushed it into his hand saying, “Take this money. Meet me here exactly one year from today, and you can pay me back at that time.” Then he turned and disappeared as quickly as he had come.</p> <p>The business executive saw in his hand a check for \$500,000, signed by John D. Rockefeller, then one of the richest men in the world! “I can erase my money worries in an instant!” he realized. But instead, the executive decided to put the uncashed check in his safe. Just knowing it was there might give him the strength to work out a way to save his business, he thought. With renewed optimism, he negotiated better deals and extended terms of payment. He closed several big sales. Within a few months, he was out of debt and making money once again.</p> <p>Exactly one year later, he returned to the park with the uncashed check. At the agreed-upon time, the old man appeared. But just as the executive was about to hand back the check and share his success story, a nurse came running up and grabbed the old man. “I’m so glad I caught him!” she cried. “I hope he hasn’t been bothering you. He’s always escaping from the rest home and telling people he’s John D. Rockefeller.” And she led the old man away by the arm. The astonished executive just stood there, stunned. All year long he’d been wheeling and dealing, buying and selling, convinced he had half a million dollars behind him. Suddenly, he realized that it wasn’t the money, real or imagined, that had turned his life around. It was his newfound</p>



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	<p>self-confidence that gave him the power to achieve anything he went after.</p> <p>https://www.quora.com/What-are-some-best-stories-to-improve-self-confidence</p> <p>2) The owl and his friend, the little bird, were perched on a branch together. The wise owl kept looking over at the little bird who had a wing over his right eye and was crying. He kept thinking about what to say. He could see that the little bird was very upset and was crying uncontrollably. He was waiting for the little bird to tell him how come he was so upset and crying. Finally, he thought, “I will just ask him a simple question.” He turned to his friend, the little bird, and asked him; “Why are you crying?” The little bird looked up at his friend and removed his wing from his right eye. The owl was shocked. He could see that the little bird had lost his right eye. The owl knew that the little bird had been with his friend, the big bird and they had an argument. The owl said, “I can see you are upset because the big bird pecked your eye out.” The little bird looked at the owl and said, “No I am not upset that the big bird pecked my eye out. I am upset because I let him.”The little bird was upset because he had allowed a situation to get worse. And, in the process, by not taking the action to protect his best interests, he had become a victim. Quite often in life, we allow others to peck away at us and destroy our self-esteem. In the process, we become victims. We become angry. To move forward in your life, recognize when you are leading yourself down the path to being a victim. Stop. Do what is right to preserve yourself. After all, the only way you can be best for others is to first be best for yourself.</p> <p>So, Are you the little bird? Be the best for yourself!</p> <p>https://www.quora.com/What-are-some-best-stories-to-improve-self-confidence</p>
1 evaluation form for learners	See Evaluation Sheets Section – bellow

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1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p>Self-Esteem Worksheets & Exercises: https://www.psychologytools.com/professional/problems/self-esteem/</p> <p>Self-esteem Games that Build Wholesome Self-esteem: http://www.experiential-learning-games.com/self-esteemgames.html</p> <p>More Activities: https://www.polk-fl.net/community/volunteers/documents/ymConfidenceActivities.pdf</p> <p>http://www.self-esteem-school.com/raising-self-esteem.html</p> <p>https://www.momjunction.com/articles/increase-self-esteem-in-your-child_00357511/#gref</p>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

1. What are the three most important **things you learned** during this training?

A.

B.

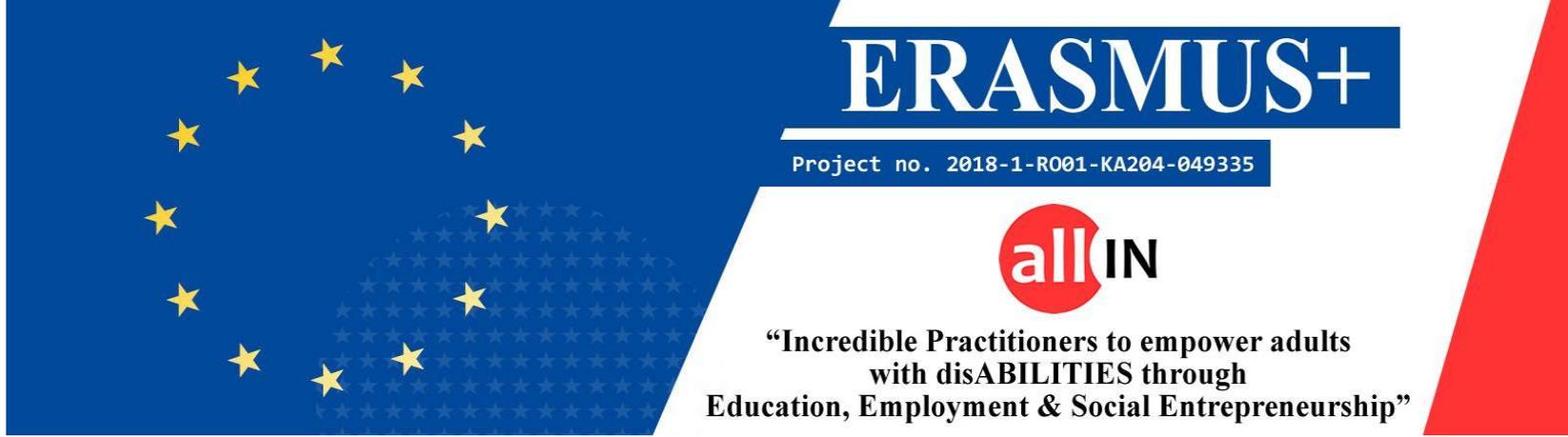
C.

3. What are the three **greatest strengths** of this training?

A.

B.

C.



- 4. What presentation styles were the most effective for you? (for example, case studies, role play, lecture, quiz, and group exercise?)

- 5. Please rate the training in terms of its impact and usefulness in the following areas, using the scale below.



1 = Not useful at all

5 = Very useful

Area	1	2	3	4	5
Useful in your daily work	1	2	3	4	5
Increasing your willingness to practice this skill in different context	1	2	3	4	5
Increasing your desire to strat a business	1	2	3	4	5



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6. Please provide one example of how your practice&daily life will change as a result of this training (if any).

b) Trainer Self Evaluation&Reflection Sheet:

Rating scale:	
Strongly Disagree	Disagree Neutral Agree Strongly Agree
1	2 3 4 5
5. Overall, I was pleased with the training	
6. How I rate myself in following areas:	
-Focused on the learner	
-Created a comfortable learning environment	
-Kept learning outcomes consistently in mind	
-Felt prepared	
-Had mastery of the content	
-Facilitated effective participant activities	
-Made adjustments in delivery to better meet participant needs	
-Manage pace of the training well	
-Transitioned well between content items	
7. List two things that went well:	
8. List two things that could have been better:	



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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

SELF CONFIDENCE

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Self Confidence
learning resources	https://www.nbcnews.com/know-your-value/feature/dr-fernstrom-self-esteem-vs-self-confidence-how-boost-both-ncna1008986 https://www.forbes.com/sites/yec/2018/01/02/nine-activities-any-entrepreneur-can-do-to-boost-their-confidence/#513ddf311a69 https://www.business2community.com/leadership/self-confidence-the-key-to-entrepreneurial-success-02175828
2-3 work sheets that can be used in the training session activities	1) https://creately.com/diagram/example/h95qezmb1/Building%20Self%20Confidence%20 2) Worksheet – My Strengths and Qualities



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My Strengths and Qualities

Things I am good at:

- 1 _____
- 2 _____
- 3 _____

Compliments I have received:

- 1 _____
- 2 _____
- 3 _____

What I like about my appearance:

- 1 _____
- 2 _____
- 3 _____

Challenges I have overcome:

- 1 _____
- 2 _____
- 3 _____

I've helped others by:

- 1 _____
- 2 _____
- 3 _____

Things that make me unique:

- 1 _____
- 2 _____
- 3 _____

What I value the most:

- 1 _____
- 2 _____
- 3 _____

Times I've made others happy:

- 1 _____
- 2 _____
- 3 _____

Provided by TherapistAid.com © 2015

2 participatory teaching&learning methods and how they could be used by trainer

1) Entrepreneurs believe in their own ability to do things better than others, or think the idea of their business is better than others. The ability to look at the full side of a glass bead makes



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<p>related to this topic</p>	<p>things move faster as obstacles are viewed with greater ease. If you trust yourself and some values that you believe in, such as consistency, fairness and respect for people, you will get both the trust of the partners and the employees. When you believe in yourself and believe in people, they turn to believe in you! Game play: Students are divided into two groups. Group 1 - those who say a desire, but I do not think they can do it. Group 2 - those who find the arguments for the desire to be done. (the dialogue technique in two) Students will be able to describe the benefits and challenges of being self employed and the qualities a person needs to be self employed.</p> <p>2) https://classroom.synonym.com/self-confidence-games-7878124.html</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>https://www.youtube.com/watch?v=FFxbBd2rL7I</p> <p>Moral stories – Self Confidence https://www.moralstories.org/tag/self-confidence/</p>
<p>1 evaluation form for learners</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>1 self-evaluation form for trainer</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>list of sources of inspiration/bibliography</p>	<p>https://www.tlu.ee/~sirvir/IKM/Leadership%20Attributes/selfconfidence.html https://www.nbcnews.com/know-your-value/feature/dr-fernstrom-self-esteem-vs-self-confidence-how-boost-both-ncna1008986 https://www.hypnosisdownloads.com/confidence-trainer https://articles.bplans.com/5-ways-to-boost-your-entrepreneurial-confidence/ https://play4impact.eu/wp-content/uploads/2018/11/OP1_GATES.pdf</p>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

Circle appropriate number 1 = not at all, 5 = extremely

This course topic was helpful.

1 2 3 4 5

The course held my attention.

1 2 3 4 5

The course was easy to understand.

1 2 3 4 5

What I liked about it:

What I did not like about it:

I would suggest the following to improve it:

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b) Trainer Self Evaluation & Reflection Sheet:

Please answer the questions:

- a) What areas would you identify as strengths?

- b) What areas would you like to work on?

- c) What would you like to know more about in order to improve your teaching?

- d) Additional comments:



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OPEN MIND

This personal quality is very important for anybody, especially for entrepreneurs.

To be open-minded means that even if you believe strongly in your understanding and vision, you are still open to new ideas and willing to listen and accept the point of view of others, independently if they are completely opposite from yours.

Open-minded people never forget how much they can gain from different opinions and are able to adapt to different understandings. Being open-minded means that you are flexible and the entrepreneurial world needs more people with this quality.

For those entrepreneurs that are successful or are following others who have been successful, understand that each situation and event is a business opportunity. There are new ideas that continually come out regarding new potential businesses, people skills, efficiency, and workflows.

These people have the capability to see all that is around them and direct the focus towards their objectives and goals.



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Lesson Plan

Topic: OPEN MIND

Time estimation/duration of training session: 90 minutes

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- ✓ understand and appreciate their own cultures and personal histories, and at the same time be open to the perspectives, values, and traditions of other individuals and communities.
- ✓ be accustomed to seeking and evaluating a range of ideas, points of view, and are willing to grow from the experience.
- ✓ recognize the value of different perspectives learned from others.
- ✓ be aware that for a problem or for an obstacle there is always more than one answer or one solution.
- ✓ be prepared to seek and discover new opportunities, new ideas, and new approaches to solving the challenges they face.

LESSON STRUCTURE:

Introduction/Activity 1:

Short free discussion with the participants:

- What does it mean to be open minded?
- Open-mindedness is about being receptive to new ideas. Simple.
- Everyone is receptive up to a certain limit.



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- This limit is what determines whether we might call a person open-minded or close-minded.

Activity 1 – Pair awareness exercise

Each participant in pair describes a time when he/she benefited from listening to someone else’s perspective. Then each participant in pair answers what happens when he/she are not open to other viewpoints?

Main part/Activity 2:

What means valuing the perspectives of others and seeing that someone can be open-minded without compromising his/her beliefs.

Activity 2: Group activity - “Challenging our beliefs!”

Trainer follows the next steps:

1. Create a list of 10 things (or more if needed) that are accepted as truth by most people. Examples: the sky is blue; the sun rises in the east; a car is fast; sharks are dangerous; etc. (Depending on the maturity of the group, controversial statements can lead to insightful discussions. For example: “killing another human being is wrong.”)
2. Write each statement on a small piece of paper that can be picked out of a bag or something similar.
3. Fold the papers so that people can’t see what’s written on them and place them in a bag.
4. Break your group into teams.
5. Tell them what this activity is about.
6. Explain the activity and the rules:
 - Every team will reach into the bag and choose a piece of paper.
 - Teams should prepare 3-5 pieces of evidence to prove that the statement is not always true.
 - Teams can use whatever is at their disposal to research evidence. This includes computers, books, phones, other people, etc.
 - Each team will have 2-3 minutes to present evidence to group. (If time permits allow the group to question or challenge the evidence.)
7. The group will have a discussion about diversity and open-mindedness after the activity.

Main part/Activity 3:

“Judge an Article by its Title?” is meant to stimulate open mindedness as well as understanding that we often can make big mistakes by being too hasty with opinions that we have about people and situations.

Trainer asks the learners to bring some newspapers that they have read.

Then make a big pile of them, and divide the material equally. With blank paper have some articles cover up the real titles and create their own new titles (or not). Have them re-tell the stories with imaginary protagonists and antagonists and see how many points they can score for each time they figure out that the article title and story is incorrect. A light-hearted discussion could follow after the game is finished about not judging a person by how they look to us from the outside. This is a fun way



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to teach tolerance as well.

Closure/Activity 4:

Awareness short debate on:

- ✓ Importance of a open mindedness in personal and professional life especially in becoming an entrepreneur
- ✓ Be open mind in different context and for different tasks or activities done with different people and importance of diversity acceptance in terms of ideas, points of view, people etc.

Activity 4: ”Open Mind Exercise – Draw your opinion”

Participants are asks to draw an object suggested by the trainer.

Participants work individually in this task. Trainer asks them to sit with some space between them. He/she will distribute A4 sheets to all learners. Then trainer asks them to draw an object on their paper. Examples might include: TV, Ipod, Ladies shoes etc. It is allocated 5-10 minutes for drawings. Trainer collects the drawing and stick them on the flip chart or white board.

Discussion

Trainer asks the participants why no two drawings are identical even though the objects suggested are commonly known? He/she encourages a discussion based on how our values and interpretation of the world around us shape our views. Are the differences in the drawings important in shaping our opinion about others, about their ideas?

Resources

- video projector
- flip chart or whiteboard
- sheets of paper of different sizes
- post it
- worksheets
- pens&pencils
- additional support tools as they are described in Syntethic sheet



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ASSESSMENT

It will be used an Evaluation Worksheet³⁵:

1. Why is open mindedness skill an important requirement of starting a business?
2. List the ways that being open mind can positively impact your life.

REFLECTION&CALL TO ACTION

Learners are invited to reflect to next problems:

- what did you learn about open mindedness in this course?
- at least for a week please draw or write in a journal all steps taken for being open mind
- how can you show open mindedness:
 - ✓ In your family
 - ✓ In your friends group
 - ✓ In starting a business

Name at least 2 actions:

- how can encourage others to show open mindedness. Name at least 2 actions:

For PPT Ctrl+click here:



For Additional tools Ctrl+click here:



³⁵ It will be completed by each participant in the training



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Lesson Plan

Topic: **OPEN MIND**

Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

- 1. Soft Skills
- 2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- Believe that any idea has the right to be analysed and evaluated in order to determine its veracity and utility.
- Are receptive to new ideas and different views.
- Accept the unknown and admit the unexpected.
- Are able to hear each other's proposals.
- Not limit themselves, because they know they are able to face any situation.
- Learn how to think beyond what they have before.
- Learn to dialogue rather than to discuss.
- Are taught not to conform and to be always ready to learn from everyone and everything.
- Not be afraid of change and of making mistakes.
- Allow that other people will inspire them.
- Are more curious.
- Avoid negative thoughts.



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LESSON STRUCTURE:

Introduction/Activity 1: *Try it, you might like it!*

The main goal of this activity is that participants are able to try new things. Through this activity, participants will have to reflect on things that they haven't yet done for fear of failing or being wrong. In addition, they will need to develop their capacity to express their weaknesses in public.

Materials: paper and pens or pencils.

Directions: Write in a word or in a sentence something that is new to you and you have never done before using every letter of the alphabet game.

- You will only have 30 seconds for each letter.
- You will have to get out of your comfort zone.
- You will have to explain orally the reasons why you haven't done it before.

Divide the large group into groups of two persons and give the necessary material. Every member from each team will have to fill the worksheet. The teacher will control the time of each letter with a stopwatch. When participants have completed the worksheets, they will have two minutes to compare their answers with the partner of their teams.

Journaling Activity: How did you feel during the activity? Has it been difficult for you to propose to do new things? Do you think you will be able to try these new things? Did you do the things your teammate didn't do? Do you think this activity has helped you break down your barriers by talking to your partner? Do you consider this activity will help you to be more open-minded?

Main part/Activity 2: *Judge a Book by its Cover*

The aim of this activity is to show participants how different expectations are from reality. Through this activity participants will try to guess the title of books after listening to a participant summarizing the plot. The objective is to see how sometimes the title and the plot vary shockingly from each other and to boost the participants to get involved in different activities in spite of their initial thoughts.

Materials: books and blank papers.

Directions: The real titles of the books will be hidden by a blank paper and the person who brought it will tell the others the plot of the book. In turns, the rest of the participants will try to guess the title offering a new one. At the end, the participant will tell the others the original title and another participant will restart the process.

Conclusion: After this activity, participants will feel that everything is not what it seems and they will know that before judging it is necessary to give it a try.



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Main part/Activity 3: *I am not really I into science, am I?*

The main aim of this activity is to make participants reflect about a topic they are not familiar with in order to show them that there are different approaches and perspectives even if you do not have a deep knowledge in the area.

Materials: Two cards with questions and answers that have been made by professionals in the matter.

Directions: Participant read the question and the answer. Then, everyone in turns will have to speak its minds about the topic. Even though it may seem specific at first, the questions have philosophical approaches that do not need further scientific knowledge. Participants are aimed to ask questions and express their opinions.

- Do not fear to share your opinion.
- Try to put yourself in someone other's shoes.
- Ask as many questions as you want.
-

Conclusion: After these little debates, participants will discover that they are able to speak about different topics and listen to different opinions. They will create debates in order to express their opinions and feelings about the matter. Moreover, they might feel curiosity about new ideas and break pre-established opinions.

Closure/Activity 4: *What do you see?*

The main objective of this closing activity is to make the participants reflect about the fact that their perspective it is not always the only one which is valid. They will have to shape their perspectives to see what others see.

Materials: Different images which can be seen from different perspectives, papers and pens.

Directions: Four images are shown one by one to the participants. In turns, they will describe exactly what they see using as many details as possible.

- Each image will be shown only 30 seconds. Participants have that time to write down in a paper what they saw.
- After the four images have been displayed and all participants have written down what they saw, images will be shown again. In turns, participants will describe them one by one.
- While describing, use as many details as possible to facilitate the comprehension to the other participants.
- Try to be as imaginative as you can.

Journaling Activity: How did you feel during this activity? Once you recognised one image, was it difficult for you to see what other participant described? Do you think you can apply that in your daily decisions?



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Resources

- A room where people can move around.
- Materials adapted to the needs of the students.
- Foil packs to give participants pieces of paper.
- Pens or pencils.
- A whiteboard or flip chart with markers or blackboard.
- Internet connection.
- Books
- Blank papers.
- Two cards with questions and answers (Worksheet n°3)
- Four images that can be seen from two different perspectives (Worksheet n°4)

ASSESSMENT

- In Activity 1, participants will be assessed depending on their capacity to try new things.
- In Activity 2, participants will be evaluated according their capacity to break pre-established thoughts.
- In Activity 3, participants will be assessed depending on their ability to debate about different opinions.
- In Activity 4, participants will be evaluated according to their capacity to adapt their perspectives.



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REFLECTION&CALL TO ACTION

- Participation will be taken into account in the evaluation.
- Encouraging the participants to interact between them and to share their opinion about the activities will be one of the main purposes of the trainers.
- Trainers will play the role of “guide”. They must help the participants to achieve a proper
- Critical thinking.
- Trainers must set real life situations where the participants could develop the main competences that have been learnt in the activities.
- Trainers should emphasise the importance of open mindedness in our current society.
- Participants must respect other’s opinion and try to understand why they think differently.

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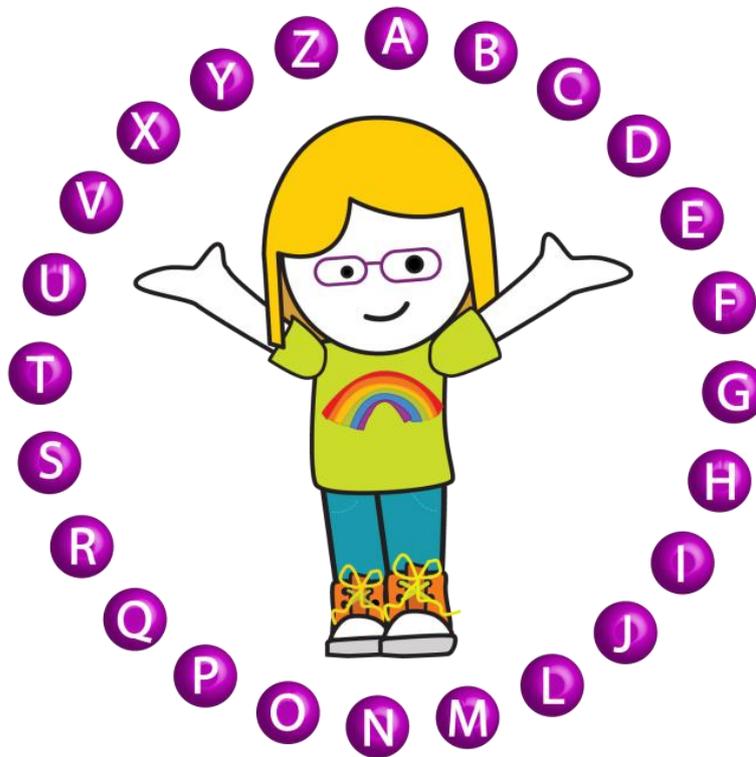


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ACTIVITIES WORKSHEETS:

Worksheet - Activity 1

Write down a word or sentence that describes something you have never done before using every letter of this alphabet game.





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Worksheet - Activity 2

Read carefully the following question and their respective answers. Now try to debate with the rest of the participants.

Q:

How could the development of artificial intelligence result in the possibilities of machines controlling us?



A:

Right now, it's kind of science fiction to think that robots can take over the world and be in charge. But, you never know 15 years from now what might happen. Hopefully, we will never give robots the chance to do something like that ... There is a grey area. For instance, a space program created some bots using AI, a year or two years ago. The bots became very clever and eventually they invented their own language, and started talking to each other in their own language, and ignoring humans. It's very clever that they can create their own language, and no one coded that explicitly to happen, and eventually they had to cancel that program.

Trevor David Rhone

Research fellow
@ Harvard University



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“
Q: Why can't robots be programmed with human qualities like feelings and emotions?
”



A: Well, actually, this is a very tough and philosophical question, because at this point, you can make robots mimic human emotions and feelings. But I think, at one point, we do not understand where our feelings come from, like where our conscience, our perception of the world, where exactly it comes from. Because of course we know that we have a brain, that it has synapses, and neurons, but we don't really know what exactly creates this perception of the world that we have. So as long as we don't know exactly that, then we cannot create a robot that has its own feelings, other than just mimicking the feelings that we have.

Orpheas K. Katsikis

Project Assistant
@ Danish Tech. Institute



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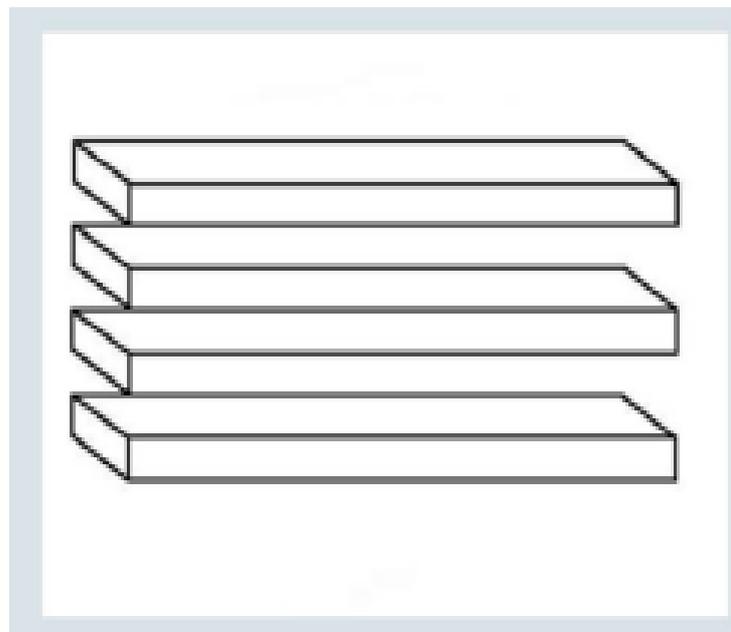
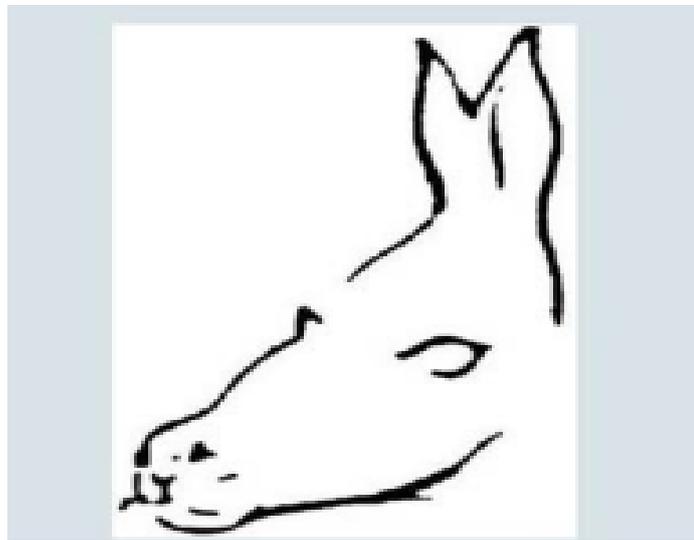
Worksheet - Activity 3

Describe each image using as many details as possible





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Lesson Plan

Topic: OPEN MIND

Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- Believe that any idea has the right to be analysed and evaluated in order to determine its veracity and utility.
- Be receptive to new ideas and different views.
- Accept the unknown and admit the unexpected.
- Not limit themselves, because they know they are able to face any situation.
- Be taught not to conform and to be always ready to learn from everyone and everything.
- Not be afraid of change and of making mistakes.
- Allow that other people will inspire them.
- Be more curious.
- Avoid negative thoughts.



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LESSON STRUCTURE:

Introduction/Activity 1: *Never have I ever*

This initial activity will help students to break the ice. They will have to tick actions that they have ever done. The main purpose is the participants discover how many things they have left to do.

Materials: Pens and the list of things that can be found in the first worksheet.

Directions: They will be given a list of 15 things. While the trainer read loudly these things one by one, participants will have to tick if they have done it, if they have not or if they have not but they would consider doing it. If they have done it they will receive 1 point, if they have not but they would consider doing it, they will receive 0.5 points. At the end participants will count how many points out of 15 they have.

Journaling activity: How did you feel during the activity? How many points did you obtain? Do you think you will be able to try these new things you did not do? Do you think this activity has helped you break down your barriers? Do you consider this activity will help you to be more open-minded?

Main part/Activity 2: *Think the opposite*

When we are open-minded, we open our minds to new concepts and ideas. Without a doubt, that includes leaving our pre-established thoughts behind and listening to other statements. One of the best exercises for challenging our capacity of change is defending a point of view that we don't share. With this, you will force yourself to visualize new perspectives. Take for instance the following topics:

- There should not be a disability employment quota at companies that assures the visibility and guarantees disabled people a job.
- Creativity is more important than money.
- At certain age, people should not be hired anymore.

Materials: Papers and pens

Directions: Participants have to think about one controversial topic they agree or disagree with. After it, they will have a couple of minutes to defend the opposite perspective and write it down. This exercise is not about changing participant's point of view, it is about challenging them to be creative a find solutions even if they disagree with them. After it, participants are allowed to read what they wrote and initiate a debate with the rest.

Conclusions: How did you feel during the activity? Was it difficult for you to change your perspective? Did you find any interesting idea while doing this activity? Was it difficult for you listening to others opinions? Did you maintain your calm during the debate? Do you think you are better prepared for listening to others ideas now? Do you think you could reach a consensus with



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someone that thinks differently?

Main part/Activity 3: Use 20 words

When we have something in mind we tend to narrow our horizons and stick to the plan. With this exercise participants will have to expand their limits as they will have to describe their next business project with 20 words. They can use nouns, adjectives, adverbs, etc. One of the main characteristics of open-mindedness is creativity so with this activity they will be asked to be as creative as they can.

Materials: Papers and pens

Directions: Participants will be asked to use 20 different words to describe their next goal or project. A great sense of creativity and imagination is required.

Conclusions: Do you think that is important to be creative in order to success? Did you have any word in your list that you had never thought about? Will you try to use the technique of the brain storming more often?

After these activities participants will have expended their horizons and will discover new ideas.

Closing/Activity 4: Do it the other way round

One of the traits of an open-minded person is the perpetual pursuit of new ideas to solve challenges and create new opportunities. Opening up your mind to new ideas enables you to change what you think and how you view the world. This means examining a situation or problem from many varying angles. Getting comfortable with change will also help you to reframe problems as “challenges” and to relish those problems, seeing them as opportunities to develop.

Materials: List of questions (Worksheet n°2)

Directions: Participants will be asked to do something in a way they are not used. (Take for instance writing with the other hand, speaking backwards or using only one kind of vowel in every word). After it, they will have to answer several questions that can be found in the second worksheet.

Journal Activity: Have you ever changed radically a habit you used to do? Do you consider yourself open to changes? After this activity participants will reflect about how we usually get stuck and refuse to change. Would you be opener to change now? Do you feel comfortable with new habits? What are some things that make people resistant to change?



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Resources

- Pens and papers
- Chart of Never have I ever game (Worksheet n°1)
- Questions about change (Worksheet n°2)

ASSESSMENT

- In Activity 1, participants will be assessed depending on their capacity to reflect about trying new things.
- In Activity 2, participants will be evaluated according their capacity to break pre-established thoughts.
- In Activity 3, participants will be assessed depending on their ability to be creative.
- In Activity 4, participants will be evaluated according to their capacity to adapt themselves to change.

REFLECTION&CALL TO ACTION

- Participation will be taken into account in the evaluation.
- Encouraging the participants to interact between them and to share their opinion about the activities will be one of the main purposes of the trainers.
- Trainers will play the role of “guide”. They must help the participants to achieve a proper
- Critical thinking.
- Trainers must set real life situations where the participants could develop the main competences that have been learnt in the activities.
- Trainers should emphasise the importance of open-mindedness in our current society.
- Participants must respect other’s opinion and try to understand why they think differently.

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ACTIVITIES WORKSHEETS:

Worksheet - Activity 1

Never have I ever ...	Yes	No	No but I would consider it
Set a new business			
Live abroad			
Learn a new language			
Change my profession			
Learn how to use smart devices			
Use social media to promote my abilities			
Follow a schedule			
Move my home for looking for a new job			
Occupy a position of responsibility			
Quite a low paid job			
Ask for a promotion at work			
Work somewhere I would have never expected			
Decorate my workplace			
Acquire a new ability in order to work better: (Good command of Excel, Word, PowerPoint, etc.)			
Work somewhere I have to travel weekly			



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Worksheet - Activity 4

1. How did it feel when you were asked to do something you are not used to?
2. Did it come naturally or did you have to stop and think about it?
3. Were you comfortable with doing this differently from your normal process?
4. What are some things that make people resistant to change?
5. Do you think this is applicable to some daily processes?
6. Do you think is difficult for you to get used to to new processes?
7. Do you find any connection with how you felt during the activity and how you feel whenever you do something you are not used to?



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Lesson Plan

Topic: **OPEN MIND**

Time estimation/duration of training session: **90 minutes**

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- Learn how to develop an open minded perspective.
- build tolerance and empathy.
- improve the accuracy and depth of understanding of their own beliefs, values, plans, or goals.
- be more open to explore various topics, which can result in new hobbies, passions, and friendships.
- learn from the ideas of others and come up with better own ideas.

LESSON STRUCTURE:

Introduction/Activity 1: Brave New World³⁶

What You'll Need:

- ✓ Printed worksheet and pens

Instructions:

³⁶See the worksheet on Section ACTIVITIES WORKSHEETS



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Put your initial in the boxes which give your opinion. Then ask three other participants to give their views, and record them in a similar way. What do you notice?

Advice for the Facilitator:

For discussion and /or written work

- What did you notice from the responses you recorded above?
- Bias can get into our thinking in many ways. Are any of the above statements without bias? Which ones are they? Why?
- Compare your answers to the questions with other members of your class.
- What is open-mindedness? Give a 25word definition.
- Would it be important to be open-minded?
- Can a person cultivate an open mind? How?

Main part/Activity 2: Practicing Open-mindedness

Practicing open-mindedness involves actively searching for evidence against one’s favored beliefs, values, plans, or goals, weighing such evidence fairly, and considering alternative perspectives to deepen one’s understanding and empathy for diverse points of view. Considering and researching perspectives different from one’s own, then practicing voicing the alternative perspective and supporting the other sides of an issue helps participants develop open-minded attitudes.

Instructions:

1. Participants identify an issue they frequently argue over with their parents/friends/colleagues, listing the main points of difference on the matter; in pairs, one participant takes the side of the participant, the other of the parent/friend/colleague, and role-play the argument, then switch roles; finally, the participants discuss how the experience of arguing for the other view affected their perspectives and their levels of open-mindedness.

Advice for the Facilitator:

While undertaking an activity, the facilitator challenges participants to contemplate their own personal perspectives on an issue and build empathy, tolerance, and respect by discussing that perspective with others who may or may not share that point of view.

Main part/Activity 3: Open Mind

In this activity participants will infer the thoughts or feelings of a character in a text. Participants will represent those thoughts or feelings with symbols, words, or drawings. This activity should be followed up with either a discussion or brief writing exercise to explain or explore the participants responses. This activity is appropriate for use with a fiction or non-fiction text with characters.

What You'll Need:

- ✓ Select a text with characters.



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- ✓ Gather supplies (drawing paper, pencils/markers).
- ✓ Prepare an assignment sheet with instructions.
- ✓ Prepare a sample Open Mind.

Instructions:

1. Introduce Open Mind. Distribute the assignment sheet. You will need to decide whether you want the whole class to focus on the same character or use different characters. This will often depend on the specific text you use.
2. Conduct a think-aloud for participants as you complete a sample Open Mind. Try to use a character that will not be available to participants, so they won't reproduce your ideas into their work. You can also use a character from a previously read text if necessary. Model for participants your inferences about the thoughts or feelings of a character with words, symbols, or drawings. Support each of your inferences with evidence from the text.
3. Distribute supplies. Distribute blank paper and have each participant draw their own empty mind or you could photocopy the same image and distribute it to participants.
4. Have participants draw the thoughts of a character in the empty mind and for each symbol, word, or drawing include a justification for its inclusion. Have participants draw any symbols, words, or drawings inside the head that represent the feelings or thoughts of the character. The justification can be as simple as a line drawn from the symbol with a page number where supporting evidence can be found or a more in-depth description like “I included this because...”
5. Share and discuss. There are multiple options for sharing and discussing the open mind drawings. If all of the participants drew an open mind of the same character a whole-class discussion would work best. Participants could add things to their drawings based on their colleagues' sharing. If students worked on different characters, you can be more creative in the way participants share their work.

Closure/Activity 4: *Build Open-Mindedness*

Select an emotionally charged, debatable topic (e.g., abortion, prayer in school, healthcare reform, a current war) and take the opposite side from your own. Write five valid reasons to support this view.

What You'll Need:

- ✓ Sheets of paper

Advice for the Facilitator:

Free discussion



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Resources

- A text with characters.
- Gather supplies (drawing paper, pencils/markers).
- Preparation of an assignment sheet with instructions.
- Preparation of a sample Open Mind.
- Printed worksheets.
- Sheets of paper and pens.

ASSESSMENT

Each participant will fill out an evaluation form which will include the following questions:

- ✓ How useful was the lesson?
- ✓ What skills did you learn?
- ✓ What was the most challenging?
- ✓ Could you apply these knowledges in your work?
- ✓ Do you believe this lesson will be useful in the future for other session?

REFLECTION&CALL TO ACTION

Participants reflections

Use the following questions as a guide (200-word limit for each reflection):

- How did the practicing open-mindedness activities help you better understand and empathize with people who have different views and values than your own?
- How did the practicing open-mindedness activities change your view of the importance of being open to views and evidence that challenge your own beliefs and values?

Passing: Participant reflections clearly indicate how the practicing open-mindedness activities helped them understand and empathize with people who hold different perspectives, and the reflections are specific and convincing. Participant reflections also clearly discuss how the activities changed participant views on the value of open-mindedness and differing perspectives, and the reflections are specific and convincing.



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Facilitator reflection

Provide a reflection on what you learned, using the following questions as a guide (200-word limit):

- What was the impact of engaging your students in the practicing open-mindedness activity?
- How will experiencing these project activities shape your daily teaching practice in the future?

Passing: Facilitator reflections clearly indicate how the activity affected both the students and the teacher. Facilitator reflection also clearly states how the experience will affect the facilitator’s future practice, and the reflections are specific and convincing.

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ACTIVITIES WORKSHEETS:

Worksheet - Activity 1:

Question	Disagree	Strongly agree	Agree	Not sure	Strongly disagree
1. The ‘brave new world’ will need a strong leader to avoid disaster.					
2. Religions are like dictatorships – they are run by one supreme being.					
3. Positive discrimination for women at work in the new society will be essential. End sexism now.					
4. Men should be allowed the same rights as women in any ‘new world’.					
5. All citizens should do voluntary work. It will show them what they have, and what others may lack.					
6. Health care should be free to all, provided by the state. When you’re sick, everyone should help.					
7. Religions are divisive, as they all say different					



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things. Inevitably, conflict follows.				
8. Some religions' teachings are similar in some ways: religions share more than they dispute.				
9. Spiritual values cause wars. Avoid them.				
10. Religious leaders have nearly always led their followers, the believers, to violence.				



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Lesson Plan

Topic: **OPEN MIND**

Time estimation/duration of training session: 60 minutes

KEY LEARNING AREA:

1. Soft Skills
2. Entrepreneurial Skills

LESSON OUTCOME

At the end of lesson/training session the participants will:

- ✓ Being able to consider various alternatives and ideas
- ✓ be prepared to seek and discover new opportunities, and new approaches to solving the challenges they face
- ✓ to understand what is preventing a person from being open minded
- ✓ to compare the benefits of being open minded

LESSON STRUCTURE:

Introduction/Activity 1:

About Business Ethics and Open Mind - Entrepreneurship Education

Short presentation of concept:

The road to entrepreneurship is often a treacherous one filled with unexpected detours, roadblocks and dead ends. There are lots of sleepless nights, plans that do not work out, funding that does not come through and customers that never materialize. It can be so challenging to launch a business that it may make you wonder why anyone willingly sets out on such a path.

Yet despite all these hardships, every year, thousands of entrepreneurs embark on this journey are determined to bring their vision to fruition and fill a need they see in society. They open brick-and-mortar businesses, launch tech startups, or bring a new product or service to the marketplace.



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What motivates entrepreneurs to venture out when so many others would run in the other direction? Although each person's motivation is nuanced and unique, most entrepreneurs are spurred by one or more of the following motivators:

Autonomy - Entrepreneurs want to be their own bosses, set their own goals, control their own progress and run their businesses how they see fit. They recognize that their business's success or failure rests with them, yet they do not view this responsibility as a burden but instead as a marker of their freedom.

Purpose - Many entrepreneurs have a clear vision of what they want to accomplish and feel compelled to work tirelessly to make that happen. They genuinely believe that they have a product or service that fills a void and are compelled by a single-minded commitment to that goal to keep pushing ahead. They abhor stagnation and would rather fail while moving forward than languish in inactivity.

Flexibility - Not everyone fits into the rigidity of a traditional corporate culture. Entrepreneurs are often looking to free themselves from these constraints, find a better work-life balance, or work at times and in ways that may be unconventional. It does not mean they are working less hours - oftentimes, especially in the early stages of growing a business, they are working longer and harder - but they are working in a way that is natural and instinctual to them.

Financial success - Most entrepreneurs realize that they are not going to be overnight billionaires, but that does not mean they are not a little seduced by the potential of making a ton of money. Some may want to establish a financial safety net for themselves and their families, while others are looking to make a huge profit by creating the next big thing.

Legacy - Entrepreneurs are often guided by the desire to create something that outlasts them. A segment of this group is led by ego and a craving for notoriety. Others want to create a brand that has longevity and becomes an institution. Another group wants to pass on a source of income and security to their heirs. There are also those entrepreneurs who hope to make a lasting impression on the world and leave behind an innovation that improves people's lives in some tangible way.

Main part/Activity 2: "Discover Their Problems"

"Keep an open mind. You have to be willing to throw out what you already know and have a curiosity to explore new paths. If you're cup is already full, you can't learn new things. First empty your cup."

A fast, and fun, way to discover the problems of your students is called the Problem Post-Its. This exercise is inspired by Laura Klein, the author of UX for Lean Startups and you'll find that it's a fantastic brainstorming exercise in general. We'll use it for brainstorming problems here, but you can also teach it to your students as a way for them to brainstorm any kind of ideas. This technique balances the energy of extroverts on a team, with the great insights the introverts on a team, so all voices are heard.

To discover your students' problems you're going to arm them with a set of post-it notes. Give each student roughly ten post-it notes and a Sharpie or some other kind of marker. Ask them to write down



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one problem they have per post-it note. 1 Problem Per Post It

It's a good idea to emphasize this one-problem-per-note bit. If you don't, you'll find that at least one person in your class is going to end up writing down all their problems on a single post-it note.

So it's one problem per post-it note. Then, give them two minutes to write down all of the problems they have related to:

Jobs that they want
Financial problems they have
Career problems
Business related problems

When you focus your students' attention to problems in these categories, it will constrain the problem set to ones you can actually help them solve during your course.

During their two minute silent brainstorming, ask them to aim for at least ten problems – so at least ten post-it notes.

After the two minutes is over, move to Activity 3

Main part/Activity 3: ”Analyze Their Problems”

Have your students take their 10-ish Post-It notes and pick out their top three problems. Then ask your students to stand up and meet you at a wall in your class with their top 3 Post-It notes.

[Share post with this image!] [Share post with this image!] [Share post with this image!] Creating problem Post-It clouds Now that you have all of your students standing with you at a wall in your classroom, you'll start grouping their problems into “problem clouds”, where similar problems are posted next to one another.

To do that, ask a student to volunteer a problem. They will say something like,

“I'm about to graduate and I don't know what kind of job I want.”

To which you'll reply, “Okay, great, who else has a Post-It that says ‘I don't know what kind of job I want after school?’”

Everyone who has that problem will raise their hand and you'll collect all those notes and put them up on your wall together to make a cloud for that problem. engaging students analyze problems Now ask another student for a problem they have.

They might say something like,



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“I’m broke.”

You say, “Okay, who else has a post-it note that says ‘I got no money?’”

Collect all those post-it notes and make another problem cloud on your wall. Ask for another problem and maybe someone will say,

“I know what job I want but I’m not sure how to get it.”

You’ll collect all those and create another problem cloud kind of close to the original “I don’t know what job I want” cloud because they’re both related.

Keep going until you’ve got everyone’s problem post-it notes on the wall, after which you’ll move on to Activity 4.

Closure/Activity 4: “Reflect Their Problems/Who finds the first ingenious solution first?”

Now that you have all these problem clouds, you’ve analyzed your students’ (i.e. customers’) problems.

You can see what problems your students have, and what are the most common problems. You’ll now know the most prevalent, the most pressing problems of your customers, in their own words.

You’re now ready to reflect the problems you’ve heard back to them. Not only do you want to make sure you’ve heard them right, but when you reflect your students’ problems back to them in their own words, you will get their buy-in.

When you 1) reflect your student’s problems back to them and 2) help them take steps towards solving them, they will buy in.

You can say to your students, “I hear you that you’re broke. I totally get that. In fact, you can actually fund your next semester’s tuition with the techniques you learn in this class!”

You can tell them, “If you’re unsure what kind of job is right for you, you can use the same techniques I’m going to teach you in this class to identify the right kind of business for you, to identify the right kind of job for you!”

And you can encourage them by saying, “The same techniques you’re going to use to interview customers, you can use to interview potential bosses – increasing the likelihood that you’ll get the job you want. You can find your dream job using the skills you’ll learn in this course!”

When you connect the dots for your students between the problems they have and the skills you’re



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ASSESSMENT

- **Verification conversation** (by questions and answers);
Verification conversation (questions / answers) is heavily structured because the intent to verify is obvious; the initiative belongs almost exclusively to the evaluator teacher, who controls the situation;
It involves finally communicating appreciation.
- **Reaction of course participants:** the participants' reactions to the open mind are appreciated.
- **Acquired Skills:** Assess how the course helped participants acquire new knowledge, skills and attitudes. By assessing the learning process, one can determine which approaches and activities were really effective in acquiring new skills. The following techniques are used to assess the learning process: tests (oral and written), simulations, observation.
- **Utility / Applicability:** Can some of what the learners have learned? It can be traced to what extent the learners have learned what they have learned in their day-to-day lives or in their professional work. In this situation, it is important for you, a course participant, to monitor and monitor if you really use what you have learned, when, where, and how, if there is any progress from when you first attended the course.

REFLECTION&CALL TO ACTION

After the lesson, reflect on the progress of the didactic process and mark it at the end of the didactic project or in a special notebook that is the didactic journal.

Reference may be made to:

- what you should not forget about preparing for the next training session;
- how many of your target content was not reached, and you'll need to redistribute them to another time associated with another theme;
- the successful and unsuccessful aspects of the class;
- mood before and after hours;
- advice that you would give to a colleague / teacher;
- feed-back analysis received from learners, etc.

We suggest the utility of recording the following:

Do not forget!

Teaching journal

Works for the student's portfolio

The term of teaching

Teaching materials required for a later date

Mood

Strengths and weaknesses of the lesson

What would you keep and what you would change from the current lesson scenario

Self-rating: the mark



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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

OPEN MIND

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT – Open Mind
learning resources	<p>1) Exercises in Open-Mindedness https://blog.kacper.me/wordpress/?p=16</p> <p>2) OPEN-MINDEDNESS: https://drive.google.com/file/d/0B7uPo8G9U6FdSVNDU2ttbTFyelk/view</p> <p>3) How Open Minded Are You? https://www.youtube.com/watch?v=cKldHf3P96w</p> <p>4) The Cars – song ”Take Another Look” https://www.youtube.com/watch?v=8r1Q6vc-kb8 https://www.lyrics.com/lyric/23364732/Take+Another+Look</p>
2-3 work sheets that can be used in the training session activities	<p>1. Sheet – More Open-Minded in 3 Steps : https://drive.google.com/file/d/1cYuw1_VYek1OaCO-jdCQ1zJz3ChtWtyt/view</p>



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	<p>2. Sheet – Open Mind/THE LIFE SKILLS DISCUSSION GAME:</p> <p>http://www.macmillanenglish.com/uploadedFiles/wwwmacmillanenglishcom/Content/Campaigns/life-skills/resources/discussion-game.pdf</p>
<p>2 participatory teaching&learning methods and how they could be used by trainer related to this topic</p>	<p>1. Exercise – PMI (Plus, Minus, and Interesting). Its objective is to encourage people who strongly favor or oppose a particular idea to consider other perspectives. The PMI is a highly effective and elegantly simple three-minute exercise. Trainer splits the group in 4 teams; each team spends one minute identifying as many pluses, or good points, as they can about a certain idea; then another minute identifying all the minuses, or negative points; and finally a third minute identifying aspects of the idea that are neither positive nor negative - merely interesting.</p> <p>2. Activity – ”Diversity Exercise: Am I right?”</p> <p>https://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/813/categoryId/117/Diversity-Exercise-Am-I-Right.aspx</p>
<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>1. Open Mindedness in Action https://www.youtube.com/embed/D1eB--DsKfI?start=490&end=720&version=3</p> <p>2. Pair activity: ”Changing my view” Participants identify an issue they frequently argue over with their parents, listing the main points of difference on the matter; in pairs, one student takes the side of the student, the other of the parent, and role-play the argument, then switch roles; finally, the students discuss how the experience of arguing for the parental view affected their perspectives and their levels of open-mindedness.</p>



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1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p>Ronald Alexander - Wise Mind, Open Mind: Finding Purpose and Meaning in Times of Crisis, Loss, and Change</p> <p>https://www.positivelypresent.com/2010/09/7-benefits-of-being-openminded.html</p> <p>http://thesherwoodgroup.com/business-education/reasons-successful-entrepreneurs-open-minded/#.XQOk0_ZuJjo</p> <p>http://www.thebusinessofgood.org/articles/difference-open-minded-close-minded-people/</p> <p>https://www.inc.com/wanda-thibodeaux/the-1-big-thing-everyone-gets-wrong-about-being-open-minded.html</p> <p>https://www.wikihow.com/Exercise-an-Open-Mind</p> <p>http://art3idea.psu.edu/locus/open_mind.pdf</p> <p>https://www.authentic happiness.sas.upenn.edu/newsletters/authentic happiness coaching/open-mindedness</p> <p>http://www.macmillanenglish.com/mind-discussion-game/</p> <p>https://www.toastmasters.org/resources/www.toastmasters.org//-/media/files/department-documents/club-documents/keeping-an-open-mind-manual.ashx</p> <p>http://www.criticalthinking.org/pages/open-minded-inquiry/579</p>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

Which aspects of the course worked well?

How could the course be improved?

Would you recommend this course to others? If not, please outline your reasons.

b) Trainer Self Evaluation & Reflection Sheet:

1. Please comment on what went well during your teaching of this course. Please highlight any successful strategies, techniques, activities, etc.

2. Please comment on the particular composition of the class (size of the group, level of ability/preparation, amount of



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participation, etc.) and how that affected your delivery of instruction.

3. Please comment on any particular concerns/issues/unexpected difficulties you encountered. Also, please note any assistance that would have been helpful.

4. How well did your activities and evaluation methods help your learners attain your stated learning objectives? What changes might you make in the future?

5. Did the lesson description for your course accurately describe what you delivered? If not, what further changes do you suggest?



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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

OPEN MIND

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Open mind
1 learning resource	Teaching open-mindedness engages students with different interests https://blog.100mentors.com/how-teaching-open-mindedness-engages-students-with-different-interests/
2-3 work sheets that can be used in the training session activities	The life skills discussion game http://www.macmillanenglish.com/uploadedFiles/wwwmacmillanenglishcom/Content/Campaigns/life-skills/resources/discussion-game.pdf Open your mind https://www.eslprintables.com/printable.asp?id=298973
2 participatory teaching&learning methods and how they could be used by trainer related to this topic	Four Strategies for Teaching Open-Mindedness https://www.socialstudies.org/publications/ssyl/november-december2012/four_strategies_for_teaching_openmindedness Cultivating Students’ Open-Mindedness Through Dialogue



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	<p>https://institute.global/insight/co-existence/cultivating-students-open-mindedness-through-dialogue</p>
2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic	<p>Question cards http://www.macmillanenglish.com/uploadedFiles/wwwmacmillanenglishcom/Content/Campaigns/life-skills/resources/question-cards.pdf</p> <p>Prompt cards http://www.macmillanenglish.com/uploadedFiles/wwwmacmillanenglishcom/Content/Campaigns/life-skills/resources/question-cards.pdf</p>
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p>Toastmaster International (n.d): «Keeping an open mind: facilitator guide», <i>ToastmasterInternational</i> <https://www.toastmasters.org/Resources/www.toastmasters.org/-/media/files/department-documents/club-documents/keeping-an-open-mind-manual.ashx>.[Consulting: 4-06-2019].</p> <p>Kefalas, M. (2018): «Teaching open-mindedness engages students with different interests», <i>100mentors</i> <https://blog.100mentors.com/how-teaching-open-mindedness-engages-students-with-different-interests/>.[Consulting: 4-06-2019].</p> <p>Positive Learning Systems. (2011): «OPEN-MINDEDNESS means a willingness to consider new ideas; un-prejudiced», <i>fortbendis</i> <https://www.fortbendis.com/cms/lib09/TX01917858/Centricity/Domain/73/HL%20Open-mindedness%2011.pdf>.[Consulting: 4-06-2019].</p>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

Please answer the following questions in order to assess the training session:

1. How did the training session change your attitude towards the topic/skill? Please be specific in your response.

2. What exercises&activities were most effective in helping you understand the subject of the training program? Why?

3. To what extent did the content of the training session correspond to your personal&professional needs?
What information obtained during the training program will be most useful in your practical activities?

4. How do you plan to implement it in your everyday work?

5. Suggestions, wish list, comments:

b) Trainer Self Evaluation&Reflection Sheet:

Please answer the following questions in order to self-assess your own training session:



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1. What was the most effective part of the session, and why? Give at least 2 reasons:

2. What was the least effective part of the session, and why? Give at least 2 reasons:

3. How could the session should be improved in the future, and why? Give at least 2 reasons:

4. What do you intend to do as a result of this training?

5. What is your overall impression of the training? (Please circle)

- POOR
- AVERAGE
- GOOD
- VERY GOOD



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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

OPEN MIND

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT – Open mind
1 learning resource	6 keys to an open mind https://goodmenproject.com/featured-content/six-keys-to-an-open-mind-fiff/
2-3 work sheets that can be used in the training session activities	Worksheet 1 http://www.bbc.co.uk/religion/re/4bravenewworld4.pdf Worksheet 2 https://www.google.com/search?q=open+minded+worksheet&tbm=isch&tbas=0&source=Int&sa=X&ved=0ahUKEwj5vfqjk_jiAhUhSxUIHabMBO4QpwUIIg&biw=1280&bih=817&dpr=1#imgrc=1uD4frNCMN2sAM:
2 participatory teaching&learning methods and how they could be used by trainer related to this topic	Approaches to open-mindedness http://blogs.ibo.org/blog/2016/01/30/open-mindedness/ Approaches to open-mindedness http://blogs.ibo.org/blog/2016/01/30/open-mindedness/



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<p>2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p>Case study video – Cavendish School Bournemouth, U.K. http://www.macmillanenglish.com/reviews/open-mind/ Openmindedness and Truth https://philarchive.org/archive/CAROAT-6</p>
<p>1 evaluation form for learners</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>1 self-evaluation form for trainer</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>list of sources of inspiration/bibliography</p>	<p>Toastmaster International (n.d): «Keeping an open mind: facilitator guide»,<i>ToastmasterInternational</i><https://www.toastmasters.org/Resources/www.toastmasters.org/-/media/files/department-documents/club-documents/keeping-an-open-mind-manual.ashx>.[Consulting: 4-06-2019]. Eason, A. (2018): «How to be More Open-Minded»,<i>Adam Eason</i> <https://www.adam-eason.com/>.[Consulting: 12-06-2019]. Stroud, J. (n.d): «Change Game 1: Cross Your Arms»,<i>ISIXSIGMA</i> <https://www.isixsigma.com/training/training-materials-aids/change-game-engaging-exercises-teach-change/>.[Consulting: 12-06-2019].</p>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

Please complete the evaluation for training session – your feedback is valuable to us and is appreciated:

Criteria	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/Not Applicable
Training was relevant to my needs					
Materials provided were helpful					
Length of training was sufficient					
Content was well organised					
Questions were encouraged					
Instructions were clear and understandable					
Training met my expectations					
The trainer and his/her activity was effective					

What did you enjoy most today?

What did you learn today that you anticipate using in your personal&professional life?



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b) Trainer Self Evaluation & Reflection Sheet:

Please use the space below to specify:
Specific topics where I lacked technical knowledge/expertise:
Ways I might connect better with and engage the audience; be more inclusive:
Use materials more efficiently:
Use a clearer, more organized approach:
Use visual aids that better educate my audience:



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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

OPEN MIND

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT - Open Mind
learning resources	How to Exercise an Open Mind: https://www.wikihow.com/Exercise-an-Open-Mind Open Mind vs Closed Mind: http://www.andyeklund.com/open-mind-vs-closed-mind/
2-3 work sheets that can be used in the training session activities	What does it mean to be open minded? http://www.bbc.co.uk/religion/re/4bravenewworld4.pdf Open Mind: www.smidtech.org/ourpages/auto/2013/2/25/40564086/Open%20Mind.doc
2 participatory teaching&learning methods and how they could be used by trainer related to this topic	How to Exercise an Open Mind: https://www.mdjunction.com/forums/positive-thinking-discussions/lounge/3391465-how-to-exercise-an-open-mind Open minded video 5 4: https://www.youtube.com/watch?v=jwDhzuJ-60c
2 group games or exercises or study cases or	Activity: Everyday mindset examples:



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<p>interesting stories or a mixed of 2 these type of resources relevant to the topic</p>	<p><i>Purpose</i> — To name and share everyday examples of how each mindset shows up in your class / group. <i>Time</i> — 30 mins <i>Materials</i> — Sheets of paper and an assortment of colored pens <i>Process</i> — Introduce / revise the Fixed, Growth and Benefit Mindsets. Then, in small groups ask participants to write down as many examples as possible of a Fixed Mindset in 3 mins. At the end of the brainstorm, invite each group to share their favorite examples and explain why they think it’s a good example of that mindset. Repeat activity for the Growth Mindset, and once again for the Benefit Mindset. Facilitate a final discussion about what these examples mean for the groups future activities.</p> <p>How Open-Minded ARE You? https://www.psychologytoday.com/us/blog/creating-in-flow/201311/how-open-minded-are-you-quiz</p>
<p>1 evaluation form for learners</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>1 self-evaluation form for trainer</p>	<p>See Evaluation Sheets Section – bellow</p>
<p>list of sources of inspiration/bibliography</p>	<p>Activity: http://digitalpromise.org/wp-content/uploads/2016/02/mc_practicingopenmindedness.pdf 6 simple activities for exploring the power of mindsets: https://medium.com/benefit-mindset/5-simple-activities-for-exploring-the-power-of-mindsets-8f92e533f19b Open Mind Form To Kill a Mockingbird: https://tokillamockingbirdharrell.weebly.com/open-mind-activity-chapters-18-22.html Open-Mindedness: https://www.authentic happiness.sas.upenn.edu/newsletters/authentic happiness coaching/open-mindedness</p>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

Please rate the following statements using a 1 through 5 scale where:

1 = Disagree Strongly

5 = Agree Strongly



- ___ The **difficulty level** was about right.
- ___ I can **apply the information** in my practice/service setting.
- ___ The presentation met my professional **educational needs**.
- ___ The trainer **actively involved** me in the learning process.
- ___ As a result of this training, I feel **more confident** in my capacity/ability to

b) Trainer Self Evaluation & Reflection Sheet:

Please circle the number which reflects your views of today's own training session:

The training did not meet the stated objectives	1	2	3	4	The training met the stated objectives
The training was not relevant to participants					The training was relevant to participants



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needs&interests					needs&interests
The training did not cover what I expected it to					The training covered what I expected it to
The training was not enjoyable for all participants					The training was enjoyable for all participants
The training was not well organised					The training was well organised
My participatory approach was poor					My participatory approach was good
Questions were not addressed					Questions were answered fully
Discussion was not encouraged					Discussion played an important part of the training
The techniques used (e.g. role-play, small groupwork) were not effective					The techniques used (e.g. role-play, small group-work) were effective



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LESSON PLAN PACK 2

ADDITIONAL SUPPORT TOOLS – Syntethic sheet

OPEN MIND

Specific Support tools	Name of tool
4-6 slides with content of topic lesson	PPT – Open Mind
learning resources	Creativity by Imagining https://www.entrepreneur.com/article/295297 An open-minded leader gains the trust of the team https://peopledevelopmentmagazine.com/2018/10/03/5-characteristics-open-minded-leader/ Open mind resources https://openmindsresources.com/
2-3 work sheets that can be used in the training session activities	Open Mind Diagram https://goalbookapp.com/toolkit/v/strategy/open-mind-diagram https://www.teh.k12.ca.us/cms/lib/CA02205882/Centricity/Domain/338/2017%20open%20mind.pdf
2 participatory teaching&learning methods and how they could be used by trainer related to this topic	Open Mind game: http://www.macmillanenglish.com/mind-discussion-game/



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	<p>UNLOCK YOUR THINKING, OPEN YOUR MIND</p> <p>https://ibr.tcu.edu/wp-content/uploads/2013/09/TMA05Aug-mind.pdf</p>
2 group games or exercises or study cases or interesting stories or a mixed of 2 these type of resources relevant to the topic	<p>1. Open Mindedness in Action</p> <p>https://www.youtube.com/embed/D1eB--DsKfI?start=490&end=720&version=3</p> <p>2. Short stories – Open Mind</p> <p>http://bukucatanboy.blogspot.com/2011/08/short-stories.html</p>
1 evaluation form for learners	See Evaluation Sheets Section – bellow
1 self-evaluation form for trainer	See Evaluation Sheets Section – bellow
list of sources of inspiration/bibliography	<p>http://www.macmillanenglish.com/mind-discussion-game/</p> <p>https://positivepsychology.com/kindness-activities-empathy-worksheets/</p> <p>http://info.langleygroup.com.au/free-ebook-positive-leadership-practices</p>



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EVALUATION SHEETS:

a) Learners Evaluation sheet of the lesson:

Complete by taking notes throughout the entire lesson. On the left side of the sheet, write only what you see and hear both trainer and participants. Please note some of the following:

- How the exercise was set by the trainer
- What did the participants say in response to the exercise instructions (were there questions?)
- How the group informed about the exercise
- How time was used
- What questions have been asked
- How were the answers to the questions

On the right, write the impressions and questions you have about what you see and hear.

- Has the trainer set the appropriate exercise?
- Was there a lively interaction during the exercise?
- Have the participants been involved in the exercise?
- How did the lesson monitor the lesson?
- Was there a clear learning objective achieved during the exercise?
- Was the reporting effective?
- Have the participants learned or improved on an important skill?

Left	Right
•	•



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b) Trainer Self Evaluation & Reflection Sheet:

Which aspects of the training worked well?

About which aspects of the training are you not satisfied?

How could the your teaching/training be improved?

Any other comments:
