



# REACT4women On-site Training

MODULE 1:  
Lesson Plans for youth trainers



Co-funded by  
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

2022-3-CY02-KA210-YOU-000093826



## REVISION HISTORY

Version	Date	Author	Description	Action	Pages
1.0	5/12/2023	INSPIRE	Creation	C	7
2.0	21/12/2023	Mind the Game	Update	U	9
3.0	15/01/2024	INSPIRE	Update	U	9
4.0	19/04.2024	Inspire	Update	U	17
5.0	30/04/2024	LEARNING SEED	Update	U	9

(\*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

## REFERENCED DOCUMENTS

ID	Reference	Title
1	2022-3-CY02-KA210-YOU-000093826	Proposal document
2	Focus group analysis	

## APPLICABLE DOCUMENTS

ID	Reference	Title
1		
2		





## Table of Contents

1. Project Objectives .....	4
2. On-site training objectives .....	4
3. Target Groups/trainees.....	4
4. Training modules .....	5
Module I – Lesson Plan.....	7
<b>Learning Objectives</b> .....	8
<b>Estimated seat time</b> .....	8
<b>Method(s)</b> .....	8
<b>Training Activities</b> .....	8
<b>Training Equipment*</b> .....	9
<b>Handouts</b> .....	9
<b>References</b> .....	9
<b>Evaluation</b> .....	9





# Introduction

## 1. Project Objectives

The project has several objectives. Firstly, it aims to raise awareness about discrimination against young women from vulnerable groups, promoting their inclusion in European societies and enhancing their employability. Secondly, the project seeks to develop Open Educational Resources (OERs) to train young women in essential competencies such as communication, digital, green, and entrepreneurial skills. Thirdly, a serious game is created as an engaging learning tool to motivate young women's participation in the training. Additionally, part of the current project is the implementation of physical activities related to eco-tourism, providing opportunities for young women to apply their skills and boost their self-esteem and sense of belonging. Lastly, the project aims to establish a framework for collaboration with stakeholders and mentoring communities, offering support and assistance to young women in need, thereby facilitating their personal and professional development.

## 2. On-site training objectives

The on-site training aims at encouraging women's re-inclusion into social life and strengthening their critical competencies.

More specifically the objectives of the on-site training are the following:

- To build knowledge of representatives of the target groups on the topics: entrepreneurship, digital world, social awareness, environment, and sustainability, tourism;
- To improve the social, business, digital and green skills of the participants in the on-site training;
- To raise the preparedness of the target group to enter the eco-tourism labour market

## 3. Target Groups/trainees

Young women (16-26 years of age) who:

- have undergone and completed rehabilitation programs due to alcohol/drug addiction.
- are facing types of discrimination and are considered to belong to vulnerable groups.
- belong to the NEETs definition and are marginalized without having any education or training opportunities.

Additional target groups:

- Youth educators and trainers who promote social inclusion or/and (Eco)Tourism sustainability.
- NGOs and other groups/associations providing instruction in promoting social inclusion, sustainability, or (Eco)Tourism.
- Centers for addiction treatment and rehabilitation.
- Public officials and policymakers engaged in the promotion of equitable opportunities in education and training.





#### 4. Training modules

These training modules and units are developed after analysing the focus groups discussions in the partner countries and the needs of the target groups.

#	Module	Unit	Topics
I	<b>Introduction</b>	<b>Introductory module</b>	Goals and objectives of the training, expectations and expected results, group formation, presentation of the training modules and main topics.
II	<b>Personal &amp; Interpersonal Skills: Become the best version of yourself!</b>	<b>Unit 1 Self-awareness &amp; self-discovery</b>	<ul style="list-style-type: none"> <li>• Identity &amp; culture</li> <li>• Self-regulation &amp; self-motivation</li> <li>• Self-discovery</li> <li>• Tips &amp; techniques</li> </ul>
		<b>Unit 2 Critical thinking &amp; problem solving</b>	<ul style="list-style-type: none"> <li>• Critical thinking in recovery</li> <li>• Efficient problem solving</li> <li>• Information processing &amp; decision making</li> <li>• Tips &amp; techniques</li> </ul>
		<b>Unit 3 Resilience &amp; ability to cope</b>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Empathy &amp; adaptability</li> <li>• Creativity</li> <li>• Tips &amp; techniques</li> </ul>
		<b>Unit 4 Self-worth, and etiquette</b>	<ul style="list-style-type: none"> <li>• Elements of self-worth &amp; self-esteem</li> <li>• Building strong boundaries with others</li> <li>• Business etiquette</li> <li>• Tips &amp; techniques</li> </ul>
		<b>Unit 5 Social skills</b>	<ul style="list-style-type: none"> <li>• Social awareness &amp; relationship management</li> <li>• Advocacy &amp; action</li> <li>• Cultural competency for social justice</li> <li>• Tips &amp; techniques</li> </ul>
III	<b>Digital skills: A modern path to improve your re-integration</b>	<b>Unit 1 Job searching resources &amp; assistance</b>	<ul style="list-style-type: none"> <li>• Online personal branding (building a strong resume, how to look for jobs, navigating your past with addiction)</li> <li>• Tools &amp; programs</li> <li>• Network of stakeholders</li> <li>• Tips &amp; techniques</li> </ul>
		<b>Unit 2 Online communication &amp; collaboration</b>	<ul style="list-style-type: none"> <li>• Choosing the right tools</li> <li>• Information exchange &amp; feedback</li> <li>• Efficient use of social media &amp; video conferencing tools</li> <li>• Tips &amp; techniques</li> </ul>





		<b>Unit 3 Creation of digital content</b>	<ul style="list-style-type: none"> <li>• Writing &amp; storytelling</li> <li>• Digital marketing content</li> <li>• Tools &amp; programs</li> <li>• Tips &amp; techniques</li> </ul>
		<b>Unit 4 Information &amp; data literacy</b>	<ul style="list-style-type: none"> <li>• Non-technical data literacy</li> <li>• Technical data literacy</li> <li>• Organizational data literacy</li> <li>• Tips &amp; techniques</li> </ul>
		<b>Unit 5 Online safety &amp; compliance</b>	<ul style="list-style-type: none"> <li>• Problem-solving in digital contexts</li> <li>• Digital privacy &amp; safety</li> <li>• Online compliance &amp; IPR</li> <li>• Tips &amp; techniques</li> </ul>
IV	<b>Entrepreneurial skills: Unleash your professional excellence</b>	<b>Unit 1 Leadership &amp; e-Leadership</b>	<ul style="list-style-type: none"> <li>• E-Trustworthiness</li> <li>• Team building skills</li> <li>• E-Change management</li> <li>• Tips &amp; techniques</li> </ul>
		<b>Unit 2 Customer service skills</b>	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Patience &amp; attentiveness</li> <li>• Resourcefulness &amp; tenacity</li> <li>• Tips &amp; techniques</li> </ul>
		<b>Unit 3 Networking</b>	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Public speaking</li> <li>• Positivity &amp; respect</li> <li>• Tips &amp; techniques</li> </ul>
		<b>Unit 4 Financial literacy</b>	<ul style="list-style-type: none"> <li>• Online transactions</li> <li>• Financial management</li> <li>• Sales skills</li> <li>• Tips &amp; techniques</li> </ul>
		<b>Unit 5 Green skills</b>	<ul style="list-style-type: none"> <li>• Green skills for green jobs</li> <li>• Reduce, reuse, recycle</li> <li>• Sustainability &amp; sustainable agriculture</li> <li>• Tips &amp; techniques</li> </ul>





# Introduction

## Module I – Lesson Plan





<b>Module I Introduction</b>	
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Training Structure</li> <li>• Set training goals</li> <li>• Set training rules</li> <li>• Set training methodology</li> <li>• Instruct participants in the training including topic like rural area definition and ecotourism</li> </ul>
<b>Estimated seat time</b>	<b>For synchronous learning:</b>
<b>Method(s)</b>	<b>Brainstorming, simulation, reflection, individual work, discussion</b>
<b>Training Activities</b>	<ul style="list-style-type: none"> <li>• <b>Group formation:</b> 3-5 people with representatives of the target groups</li> <li>• <b>Target groups:</b> <ol style="list-style-type: none"> <li>1) Young women (16-26 years of age) who:               <ul style="list-style-type: none"> <li>- have undergone and completed rehabilitation programs due to alcohol/drug addiction.</li> <li>- are facing types of discrimination and are considered to belong to vulnerable groups.</li> <li>- belong to the NEETs definition and are marginalized without having any education or training opportunities.</li> </ul> </li> <li>2) Additional target groups:               <ul style="list-style-type: none"> <li>- Adult educators and trainers who promote social inclusion or/and (Eco)Tourism sustainability.</li> <li>- NGOs and other groups/associations providing instruction in promoting social inclusion, sustainability, or (Eco)Tourism.</li> <li>- Centers for addiction treatment and rehabilitation.</li> <li>- Public officials and policymakers engaged in the promotion of equitable opportunities in education and training.</li> </ul> </li> </ol> </li> <li>• <b>Methodology:</b> <p>Before the training program starts, take time and briefly read all the training modules and point out the key points of every Module. Decide the units that you need to explore more and make your presentation about the key points you want to present. Keep in mind all the activities for every unit and keep the suggested duration of every activity.</p> <p>Provide support and guidance to ensure active participation and engagement from all participants, creating a supportive and inclusive learning environment.</p> <p>Flexibility will be maintained to accommodate the diverse needs and preferences of the target groups, adjusting activities, and pacing as needed. Regular communication channels will be established to facilitate ongoing collaboration and knowledge-sharing among participants beyond the formal training sessions.</p> <p>Make a specific meetings' plan according to the participants needs and everyday responsibilities and respect the schedule.</p> </li> </ul>







<b>Module I Introduction</b>	
	Make clear goals' setting and motivate participants to actively engage the training.
<b>Training Equipment*</b>	Laptop, presentations, flipchart, pen, papers, markers, projector/tv
<b>Handouts</b>	
<b>References</b>	<ul style="list-style-type: none"> <li>• Zoe Talent Solutions. (n.d.). Why personal interpersonal skills are important. Retrieved from <a href="https://zoetalentsolutions.com/why-personal-interpersonal-skills-are-important/">https://zoetalentsolutions.com/why-personal-interpersonal-skills-are-important/</a></li> <li>• MGCG Middle East. (2023, May 1). The Importance of Digital Skills in the Modern-Day Workplace. LinkedIn. [ <a href="https://www.linkedin.com/pulse/importance-digital-skills-modern-day-workplace-mgcg-middle-east">https://www.linkedin.com/pulse/importance-digital-skills-modern-day-workplace-mgcg-middle-east</a> ]</li> <li>• Reynolds, M. (2019, April 16). The Importance of Business Skills. Harvard Business School. [ <a href="https://online.hbs.edu/blog/post/importance-of-business-skills">https://online.hbs.edu/blog/post/importance-of-business-skills</a> ]</li> <li>• European Commission. (2023, June). Factsheet on AgriResearch in Rural Areas and Communities. Retrieved from [ chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://agriculture.ec.europa.eu/system/files/2023-06/factsheet-agriresearch-rural-areas-communities_en.pdf ]</li> <li>• EUR-Lex. (n.d.). Employment in Rural Areas: Closing the Jobs Gap. Retrieved from <a href="https://eur-lex.europa.eu/EN/legal-content/summary/employment-in-rural-areas-closing-the-jobs-gap.html">https://eur-lex.europa.eu/EN/legal-content/summary/employment-in-rural-areas-closing-the-jobs-gap.html</a></li> <li>• Oregon Department of Human Services. (n.d.). Virtual training expectations [PDF file]. Retrieved from <a href="https://www.oregon.gov/odhs/providers-partners/foster-care/Documents/virtual-training-expectations-en.pdf">https://www.oregon.gov/odhs/providers-partners/foster-care/Documents/virtual-training-expectations-en.pdf</a></li> </ul>
<b>Evaluation</b>	

