



# REACT4women On-site Training

Module 4:  
Lesson Plans for youth trainers



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(\*) 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  | Module 4  | Entrepreneurial Skills: Unleash your professional excellence |
| 2  |           |  |





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# 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:

- Adult 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.
- Centres 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   | Introduction  | <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  | Personal & Interpersonal Skills: Become the best version of yourself! | <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 | Digital skills: A modern path to improve your re-integration          | <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> </ul>  |





|    |  |   |  |
|----|--|---|--|
|    |  |   | <ul style="list-style-type: none"> <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 | Entrepreneurial skills: Unleash your professional excellence | <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> |





# Entrepreneurial skills: Unleash your professional excellence

## Module IV – Lesson Plans







| <b>Module IV</b>  |  |
|---|--|
| <b>Entrepreneurial skills: Unleash your professional excellence</b> |  |
| <b>Unit 1: Leadership &amp; e-Leadership</b>                        |  |
| <b>Learning Objectives</b>  | <ul style="list-style-type: none"> <li>- To introduce the importance of e-Trustworthiness in entrepreneurship.</li> <li>- To improve the team building skills of the participants.</li> <li>- To increase the knowledge and skills of E-Change management</li> <li>- To provide tips &amp; techniques for successful entrepreneurship.</li> </ul>  |
| <b>Estimated seat time</b>  | <b>For synchronous learning:</b> 60 minutes  |
| <b>Method(s)</b>  | <b>Brainstorming, simulation, reflection, individual work, discussion</b>  |
| <b>Training Activities</b>  | <ol style="list-style-type: none"> <li>1. Introduce Training Module IV, its units, and the importance of being prepared as entrepreneur. – 5'</li> <li>2. Brainstorm the term "ENTREPRENEUR". Draw a human figure on the flipchart and right around the body all the skills participants mention. At the end complete the list, if needed, and provide the material "<b>Entrepreneurial skills</b>". Summarize with the question "Where do we acquire all these skills?" – is it from university studies, non-formal education, informal education, from mentors, books, everyday life, etc. -10'</li> <li>3. Ask the participants to think of the most inspirational leaders. What makes them inspirational? Let 3 or 4 participants share their thoughts. Then ask them to think and try identify what type of leadership skill these leaders have. To facilitate the participants provide the material "<b>Leadership styles</b>". <i>Can you identify your leadership style?</i> – 10'</li> <li>4. Show a picture of classical orchestra and ask participants to think what makes them a perfect team. Discuss and give the material "<b>Team building</b>". Discuss the main stages of the team building. – 10'</li> <li>5. Mini lesson "<b>E-Trustworthiness</b>". – 10'</li> <li>6. Individual task: ask the participants to read the material "<b>E-Change Management</b>" and reflect on their business idea. – 10'</li> <li>7. Summary conclusion of the training unit. - 5</li> </ol> |
| <b>Training Equipment*</b>  | Multimedia projector, computer, screen, markers, flipchart, paper  |
| <b>Handouts</b>   | <b>Entrepreneurial skills</b><br><b>Leadership styles</b><br><b>Team building</b><br><b>E-Trustworthiness</b><br><b>E-Change Management</b>  |
| <b>References</b>   |  |
| <b>Evaluation</b>   | <ol style="list-style-type: none"> <li>1. The Autocratic Leadership is effective in:             <ol style="list-style-type: none"> <li>a) <b>situations requiring quick decision-making</b></li> </ol> </li> </ol>  |





## Module IV Entrepreneurial skills: Unleash your professional excellence

### Unit 1: Leadership & e-Leadership

- |  |  |
|--|--|
|  | <p>b) when creativity and independent thinking are essential</p> <p>c) situations where inspiration and vision are crucial</p> <p>2. Put the four stages of team building in correct order: <b>forming; storming; norming; performing.</b></p> <p>3. What is E-Change Management?<br/><b>E-Change Management refers to the application of change management principles and practices in the context of electronic or digital transformations within an organization.</b></p> |
|--|--|





| <b>Module IV</b>  |  |
|---|--|
| <b>Entrepreneurial skills: Unleash your professional excellence</b> |  |
| <b>Unit 2: Customer service skills</b>                              |  |
| <b>Learning Objectives</b>  | - To improve the Time management skills of participants, by practicing, reflecting, and giving useful tips & techniques.   |
| <b>Estimated time</b> seat  | <b>For synchronous learning:</b> 60 minutes  |
| <b>Method(s)</b>  | <b>Brainstorming, simulation, reflection, individual work, discussion</b>  |
| <b>Training Activities</b>  | <p>1. Present the training unit, its goals and expected results. – 5'</p> <p>2. Perception of time - How long is one minute? – 10'</p> <p>At the beginning of the activity, ask participants to close their eyes for 1 minute, and open them when they think the minute is up. Wait for the last participant to open his/her eyes.</p> <p>Then talk about our perception of time. Although we all have the same amount of time - 24 hours in a day, 60 minutes in an hour or 1 minute for exercise, we experience and use it differently. For some of us it is like a moment, for others - an eternity.</p> <p>Discussion: When does time pass quickly for us? And when - slowly?</p> <p>3. Brainstorming: Time Wasting Factors – 10'</p> <p>Write down everything participants say, then group the external factors (outside our control) and internal factors (within our control).</p> <p>Most likely participants will have mentioned:</p> <p>Internal: (procrastination, lack of delegation skills, inability to say NO, long phone calls, "hanging out" on social media, disorganization...)</p> <p>External: (depending on someone else, "putting out fires" - doing something super urgent, ...)</p> <p>4. Delegation of tasks and postponement – 10'</p> <p>Start a discussion: why don't we delegate tasks?</p> <p>Do not judge the accuracy of the answers, write down everything the participants share, then if important reasons are omitted, suggest that the list be completed.</p> <p>For example: I can do it better, .. faster, I don't want that someone else do it. I want control...</p> <p>The postponement: Why do we put off doing something?</p> <p>Ask participants and record their answers on a poster.</p> <p>Some of the answers might be: lack of motivation, No deadline, Fear for the future, fear of failure.</p> <p>Discussion: WHY WE SAY "YES" WHEN WE WANT TO SAY "NO"</p> <p>Among the possible answers you might hear: If we say no - they won't like us anymore; If we say no now, they won't ask us any longer; If I say no, they will say no to me too; We are afraid that if we say NO, we must have reasons.</p> <p>- We are flattered by the request;</p> <p>5. Prioritise: Let's fill the jar! – 10'</p> |





| <b>Module IV</b>  |   |
|---|---|
| <b>Entrepreneurial skills: Unleash your professional excellence</b> |   |
| <b>Unit 2: Customer service skills</b>                              |   |
|   | <p>Divide the participants into groups of 3-4, give them an empty jar and sand, small and large stones, beads. Watch the video to get the idea of the exercise: <a href="https://www.youtube.com/watch?v=m0hqBlugr7I">https://www.youtube.com/watch?v=m0hqBlugr7I</a></p> <p>Give the following instruction: Put everything in the jar!<br/>After trying and most likely failing the task, show how it should be done:</p> <ul style="list-style-type: none"> <li>• First -The biggest pebbles (balls, etc.) that represent the really important things in life - family, children, friends ...</li> <li>• Then - The smaller pebbles represent job, hobby, car, new phone ...</li> <li>• Finally – Sand, representing the unimportant things, insignificant to our happiness - gossip, social media, etc.</li> </ul> <p>If we fill our lives with the unimportant things first, then think about the important things, there's a big risk that we won't have room (time) for some of the really important things in the end - especially the people around us. Finish the activity by giving each participant one of the large pebbles and asking them to write the name, draw or mark in some way an important person in their life that they never want to leave "out of the jar". This pebble the participant will take with them after the session as a gift.</p> <p>6. Ace of Spades exercise – 10'<br/>This exercise requires two volunteers and two decks of playing cards. Give one deck of cards to each volunteer and ask them to compete to see who can find the ace of spades first. What they don't know is that one deck is arranged in the order A, K, D, J, 10, 9, 8 ..., by colour, and all facing the same direction. The other deck is shuffled and some cards are face up, others face back, making finding the ace of spades much more difficult. They have fun in the competition, but usually the person with the mixed deck gets frustrated or complains that it's not fair.<br/>How can you connect this exercise to your daily tasks?<br/>How does the physical environment affect our task performance?<br/>How do you arrange things in a work or home environment?</p> <p>7. Conclusions, feedback, evaluation – 5'</p> |
| <b>Training Equipment*</b>  | Multimedia projector, computer, screen, markers, flipchart, paper, A4 sheets<br>- empty jars (as many groups as you will have), sand, small and large pebbles, beads, 2 decks of playing cards  |
| <b>Handouts</b>   | <b>Customer service skills</b><br><b>Time management</b><br><b>Time waste factors</b><br><b>Eisenhower Matrix</b><br><b>Task delegation</b><br><b>Time management tips</b>  |
| <b>References</b>   | A Valuable Lesson For A Happier Life, Kim Emerson:<br><a href="https://www.youtube.com/watch?v=m0hqBlugr7I">https://www.youtube.com/watch?v=m0hqBlugr7I</a>   |





| <b>Module IV</b><br><b>Entrepreneurial skills: Unleash your professional excellence</b> |   |
|---|---|
| <b>Unit 2: Customer service skills</b>  |   |
| <b>Evaluation</b>   | <ol style="list-style-type: none"><li>1. Which of the following is a key factor in effective time management?<ol style="list-style-type: none"><li>a) Procrastination</li><li><b>b) Prioritization</b></li><li>c) Perfectionism</li></ol></li><li>2. How do you handle tasks with deadlines?<ol style="list-style-type: none"><li>a) Wait until the last minute</li><li><b>b) Plan and start early</b></li><li>c) Delegate the task to someone else</li></ol></li><li>3. What is Time management?<br/><b>is the art of optimizing how we allocate and use our time to enhance productivity and achieve our goals.</b></li></ol> |





| <b>Module IV</b>  |  |
|---|--|
| <b>Entrepreneurial skills: Unleash your professional excellence</b> |  |
| <b>Unit 3: Networking</b>   |  |
| <b>Learning Objectives</b>  | <ul style="list-style-type: none"> <li>- To improve the participants' understanding about networking.</li> <li>- To understand and practice active listening.</li> <li>- To increase the awareness on the importance of public speaking.</li> <li>- To provide tips &amp; techniques for public speaking and active listening.</li> </ul>  |
| <b>Estimated seat time</b>  | <b>For synchronous learning:</b> 70 minutes  |
| <b>Method(s)</b>  | <b>Brainstorming, simulation, reflection, individual work, discussion</b>  |
| <b>Training Activities</b>  | <ol style="list-style-type: none"> <li>1. Present the goals and expected results of the training unit. – 5'</li> <li>2. Ask the participants to form pairs and discuss a topic for 1 minute. – 5'<br/>First the listener doesn't interrupt, only listen with empathy. Second round: the listener ask questions, interrupts, talks about herself, change the topics etc.</li> <li>3. Discussion: How did you feel in round 1 and in round 2? – 10'</li> <li>4. Mini lesson: Active listening 10'</li> <li>5. Short video of public speaking on local language. – 5'</li> <li>6. Group work: What did you notice? – 20'<br/>List 3 positive characteristics. 3 negative characteristics.</li> <li>7. Present the material Public Speaking. – 10'</li> <li>8. Closing, evaluation and feedback – 5'</li> </ol>    |
| <b>Training Equipment*</b>  | Multimedia projector, computer, screen, markers, flipchart, paper  |
| <b>Handouts</b>   | <b>Networking</b><br><b>Active listening</b><br><b>Public speaking</b>   |
| <b>References</b>   |  |
| <b>Evaluation</b>   | <ol style="list-style-type: none"> <li>1. What is a key element of active listening?               <ol style="list-style-type: none"> <li>a) Interrupting the speaker</li> <li>b) Providing immediate solutions</li> <li><b>c) Maintaining eye contact and nodding</b></li> <li>d) Responding with your own experiences</li> </ol> </li> <li>2. Why is paraphrasing important in active listening?               <ol style="list-style-type: none"> <li>a) To confuse the speaker</li> <li>b) To show off one's vocabulary</li> <li><b>c) To confirm understanding and reinforce engagement</b></li> <li>d) To prove a point</li> </ol> </li> <li>3. What is a common purpose of a persuasive speech?               <ol style="list-style-type: none"> <li>a) To entertain the audience</li> </ol> </li> </ol> |





**Module IV**  
**Entrepreneurial skills: Unleash your professional excellence**

**Unit 3: Networking**

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li><b>b) To motivate the audience to take a specific action</b></li><li><b>c) To criticize and challenge the audience's beliefs</b></li></ul> |
|--|--|





| <b>Module IV</b>  |   |
|---|---|
| <b>Entrepreneurial skills: Unleash your professional excellence</b> |   |
| <b>Unit 4: Financial Literacy</b>                                   |   |
| <b>Learning Objectives</b>  | <ul style="list-style-type: none"> <li>- To improve the participants' knowledge on financial management.</li> <li>- Increase the understanding how important the sales skills are.</li> <li>- Provide Tips &amp; techniques</li> </ul>  |
| <b>Estimated seat time</b>  | <b>For synchronous learning:</b> 60 minutes   |
| <b>Method(s)</b>  | <b>Brainstorming, simulation, reflection, individual work, discussion</b>   |
| <b>Training Activities</b>  | <ol style="list-style-type: none"> <li>1. Present the unit – 5'</li> <li>2. Mini lesson "Financial management" and „Budget“ – 10'</li> <li>3. Group Budget Game – 20'</li> </ol> <p>Divide the participants in 2 groups. Let us play basketball! It is a competing game, let the best team win. Each team will have 10 shots. (the basketball game could be easily organized with any type of small balls or rolled paper and a bucket). After having fun with the game, you tell the teams that each successful shot is worth 1000 EUR. This amount is the unexpected income for the start-up company the team represent. You have to <b>spend</b> the money for the company and you have only 6 months to do it.<br/>Make a budget for 6 months calculating the expenditures and incomes.</p> <p>Remind participants that <b>spending responsibly</b> involves the 4 Ps: Pocket, Priorities, People, Planet</p> <ul style="list-style-type: none"> <li>• Your Pocket – can you afford it? (Consider income and expenditure.)</li> <li>• Your Priorities – do you really need/want it? Does your business really need it?</li> <li>• Your relationship with other People – has anyone's rights or well-being been compromised or exploited in helping to produce the thing you are buying (e.g. clothing that has been made by people working for less than a living wage and in poor conditions)? Do you pay fair price?</li> <li>• Your relationship with the Planet – has the environment been harmed in the production of the thing you are buying (e.g. use of harmful pesticides and toxic chemicals in the growing and making of cotton for t- shirts)?</li> </ul> <ol style="list-style-type: none"> <li>4. Sales skills – "Elevator pitch" the budget to your boss for 2 minutes. – 10'</li> <li>5. Mini lesson "Online transaction" – 10'</li> <li>6. Closing, feedback and evaluation – 5'</li> </ol> |
| <b>Training Equipment*</b>  | Multimedia projector, computer, screen, markers, flipchart, paper   |
| <b>Handouts</b>   | <b>Financial management</b><br><b>Online transactions</b><br><b>Sales skills</b>  |
| <b>References</b>   | Financial Literacy Programme of Aflatoun Internation  |







## Module IV Entrepreneurial skills: Unleash your professional excellence

### Unit 4: Financial Literacy

|            |   |
|------------|---|
| Evaluation | <ol style="list-style-type: none"><li>1. PayPal and Venmo are payment services.<ol style="list-style-type: none"><li>a. <b>True</b></li><li>b. False</li></ol></li><li>2. A budget is: <b>a financial plan that outlines expected income and expenses over a specific period.</b></li><li>3. A budget deficit is:<ol style="list-style-type: none"><li>a. The incomes exceed the expenses</li><li>b. <b>The expenses exceed the incomes</b></li></ol></li></ol> |
|------------|---|





| <b>Module IV</b>  |   |
|---|---|
| <b>Entrepreneurial skills: Unleash your professional excellence</b> |   |
| <b>Unit 5: Green Skills</b>   |   |
| <b>Learning Objectives</b>  | <ul style="list-style-type: none"> <li>- To improve the green skills of the participants;</li> <li>- To improve the understanding of the concept of Reduce, Reuse, Recycle;</li> <li>- To discuss the Sustainability &amp; Sustainable agriculture concept</li> </ul>   |
| <b>Estimated time</b>   | <b>For synchronous learning:</b> 80 minutes   |
| <b>Method(s)</b>  | <b>Brainstorming, simulation, reflection, individual work, discussion</b>   |
| <b>Training Activities</b>  | <p>1. Introduce the training unit. – 5'</p> <p>2. Mini lesson on the importance of gaining “green skills”. – 10'</p> <p>3. Environmental Role-Playing Simulation. – 40'</p> <p>a. Scenario Development: The simulation begins with the introduction of a realistic environmental scenario, such as a proposed development project in a sensitive ecosystem, a pollution incident affecting local communities, or a policy decision related to climate change mitigation. Chose the scenario in accordance to the local situation.</p> <p>b. Role Assignment: Participants are assigned roles representing various stakeholders involved in the scenario. This may include environmental NGOs, government agencies, industry representatives, local communities, and other relevant parties.</p> <p>c. Research and Preparation: Before the simulation begins, participants research their assigned roles, familiarizing themselves with the interests, objectives, and concerns of their stakeholders. They also develop strategies and arguments to advocate for their positions during the simulation.</p> <p>d. Negotiation and Decision-Making: Participants engage in role-playing activities, simulating negotiations, meetings, and discussions to address the environmental scenario. They must collaborate, communicate, and negotiate with other stakeholders to reach consensus or make decisions that reflect the interests of their roles.</p> <p>e. Facilitation and Debriefing: ask participants how do they feel during the simulation; Did they understand the positions of others; and more importantly environment-related questions, depending on the simulation topic, e.g.:</p> <ul style="list-style-type: none"> <li>• What are the main causes of air pollution in the region, and what measures could be taken to reduce emissions?</li> <li>• How does deforestation impact biodiversity and contribute to climate change?</li> <li>• How does climate change affect weather patterns, and what are the potential consequences for agriculture, water resources, and human health?</li> <li>• What are the benefits and challenges of transitioning to renewable energy sources such as solar and wind power?</li> <li>• How can sustainable agriculture practices such as crop rotation and organic farming help preserve soil health and prevent erosion?</li> </ul> |





| <b>Module IV</b>  |   |
|---|---|
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| <b>Unit 5: Green Skills</b>   |   |
|   | <ul style="list-style-type: none"> <li>• How can we promote water conservation and address water scarcity issues in our community?</li> <li>• How does pollution from industrial activities, agriculture, and transportation affect water quality in rivers, lakes, and groundwater sources?</li> <li>• What are the benefits of protected areas such as national parks and nature reserves for biodiversity conservation and ecotourism?</li> <li>• How can individuals, businesses, and governments work together to address environmental challenges and promote sustainable development on a global scale?</li> </ul> <p><b>4. Discussion:</b> What could we do at home? E.g. eco-homemade potions for cleaning; - 10</p> <p><b>5. Self-test “How GREEN am I?” – 10’</b></p> <ul style="list-style-type: none"> <li>• I always dispose of waste in the designated places</li> <li>• I use the separate waste collection containers</li> <li>• I recycle</li> <li>• I try to reduce the waste I make</li> <li>• I try to use less drinking water</li> <li>• Do you stop the water while brushing your teeth</li> <li>• I always turn off the lights when there is enough light or I don't use the room</li> <li>• Do I often buy bottled water in plastic bottles</li> <li>• I donate clothes that are too small or that I no longer wear</li> <li>• I always dispose of used batteries in designated places</li> <li>• I have planted a tree this year</li> </ul> <p>7. Closing, evaluation and feedback – 5’</p> |
| <b>Training Equipment*</b>  | Multimedia projector, computer, screen, markers, flipchart, paper   |
| <b>Handouts</b>   | <ul style="list-style-type: none"> <li>• <b>Green skills</b></li> <li>• <b>Sustainable agriculture</b></li> </ul>   |
| <b>Evaluation</b>   | <ol style="list-style-type: none"> <li>1. List at least 3 ways to reduce waste: <b>reuse, repair, recycle</b></li> <li>2. Green skills are:             <ol style="list-style-type: none"> <li>a. <b>competencies and knowledge that are essential for roles in environmentally sustainable industries;</b></li> <li>b. skills necessary to work in the painting industry;</li> <li>c. skills you acquire during art lessons.</li> </ol> </li> <li>3. Soil health is:             <ol style="list-style-type: none"> <li>a. <b>Protecting and enhancing soil fertility, structure, and biodiversity through practices such as crop rotation, cover cropping, and minimal tillage.</b></li> <li>b. Soil health is determined solely by its color and texture.</li> </ol> </li> </ol>   |





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- c. Soil health is a measure of the amount of water it can retain at any given time.

