REACT4women On-site Training

Module 2:
Lesson Plans for youth trainers

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	
4.0	19/04/2024	INSPIRE	Update	U	20
5.0	30/04/2024	LEARNING SEED	Update	U	18

(*) 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 2	Personal & Interpersonal Skills: Become the best version of yourself!
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 will be created as an engaging learning tool to motivate young women's participation in the training. Additionally, the project plans to organize 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.
  - 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 proposed after analysing the focus groups discussions in the partner countries and the needs of the target groups.

#	Module	Unit	Topics
I	**Introduction**	**Introductory module**	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!**	**Unit 1 Self-awareness & self-discovery**	• Identity & culture • Self-regulation & self-motivation • Self-discovery • Tips & techniques
		Unit 2 Critical thinking & problem solving	• Critical thinking in recovery • Efficient problem solving • Information processing & decision making • Tips & techniques
		Unit 3 Resilience & ability to cope	• Resilience • Empathy & adaptability • Creativity • Tips & techniques
		Unit 4 Self-worth, and etiquette	• Elements of self-worth & self-esteem • Building strong boundaries with others • Business etiquette • Tips & techniques
		Unit 5 Social skills	• Social awareness & relationship management • Advocacy & action • Cultural competency for social justice • Tips & techniques
III	**Digital skills: A modern path to improve your re-integration**	**Unit 1 Job searching resources & assistance**	• Online personal branding (building a strong resume, how to look for jobs, navigating your past with addiction) • Tools & programs • Network of stakeholders • Tips & techniques
		Unit 2 Online communication & collaboration	• Choosing the right tools • Information exchange & feedback

			• Efficient use of social media & video conferencing tools • Tips & techniques
		Unit 3 Creation of digital content	• Writing & storytelling • Digital marketing content • Tools & programs • Tips & techniques
		Unit 4 Information & data literacy	• Non-technical data literacy • Technical data literacy • Organizational data literacy • Tips & techniques
		Unit 5 Online safety & compliance	• Problem-solving in digital contexts • Digital privacy & safety • Online compliance & IPR • Tips & techniques
IV	**Entrepreneurial skills: Unleash your professional excellence**	**Unit 1 Leadership & e-Leadership**	• E-Trustworthiness • Team building skills • E-Change management • Tips & techniques
		Unit 2 Customer service skills	• Time management • Patience & attentiveness • Resourcefulness & tenacity • Tips & techniques
		Unit 3 Networking	• Active listening • Public speaking • Positivity & respect • Tips & techniques
		Unit 4 Financial literacy	• Online transactions • Financial management • Sales skills • Tips & techniques
		Unit 5 Green skills	• Green skills for green jobs • Reduce, reuse, recycle • Sustainability & sustainable agriculture • Tips & techniques

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Module II –Lesson Plans

<table>
<tr><td colspan="2" style="text-align:center">Module II
Personal & Interpersonal Skills: Become the best version of yourself!</td></tr>
<tr><td colspan="2">Lesson Plan Unit 1: Self-awareness and self-discovery</td></tr>
<tr><td>Learning Objectives</td><td>
•   Understand theory of personal identity
•   Explore the significance of self-regulation
•   Grasp the nuanced nature of motivation
•   Grasp the nuanced nature of motivation
•   Apply the learned concepts and techniques to enhance personal development</td></tr>
<tr><td>Estimated seat time</td><td>For synchronous learning: 50 MINUTES</td></tr>
<tr><td>Method(s)</td><td>Presentation, Discussion, Workshop</td></tr>
<tr><td>Training Activities</td><td>
1. Introduction of the Module (goals & expectations) – 5 minutes
Welcome participants and introduce the goals and expectations of the workshop.
Briefly outline what will be covered during the session.

2. Presentation of the theoretical part – 15 minutes

3. Self-Improvement and Self-Motivation Workshop: Participants will engage in a hands-on workshop where they will learn about and practice 11 techniques for self-improvement and self-motivation from their perspective. Encourage participants to share their experiences with writing these techniques. – 20 minutes

4. Gather the participants back together for a brief wrap-up session. Ask each participant to share one key takeaway from the workshop and one technique they plan to implement in their daily life moving forward. Ask participants to answer the 3 questions of this unit's evaluation – 10 minutes</td></tr>
<tr><td>Training Equipment*</td><td>
Flipchart or whiteboard
Markers
Papers
Pen
Lists of the 11 techniques</td></tr>
<tr><td>Handouts</td><td>
Personal Goal setting
Personal self-improvement and self-motivation list</td></tr>
<tr><td>References</td><td></td></tr>
<tr><td>Evaluation</td><td>
•   Which of the following best summarizes John Locke's theory of personal identity?
A) Personal identity is determined solely by physical characteristics.
B) Personal identity is shaped by consciousness and memory.
C) Personal identity is fixed and unchanging.</td></tr>
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D) Personal identity is influenced by social norms and environmental factors.

• According to Bandura, which of the following is NOT a component of self-regulation?
A) Self-observation
B) Performance judgment
C) Environmental control
D) Self-reaction

• What is the significance of self-efficacy according to Bandura in the context of motivation?
A) It refers to the belief in one's ability to control external factors.
B) It is unrelated to motivation and primarily concerns self-esteem.
C) It influences individuals' beliefs about their ability to influence their own actions and environment.
D) It is a measure of intrinsic motivation derived from personal interests and values.

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Module II
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Lesson Plan Unit 2: Critical Thinking & problem solving

Learning Objectives	• Understand the concepts of critical thinking • Recognize the key components of effective problem-solving • Learn techniques to improve problem-solving abilities
Estimated seat time	**For synchronous learning**: 50 minutes
Method(s)	Presentation, discussion, team work, evaluation
Training Activities	1) Introduction **(10 minutes)** Discuss the importance of critical thinking and problem-solving skills in various aspects of life, including academics, careers, and personal development. 2) Understanding Critical Thinking & problem-solving techniques. **(15 minutes)** Presentation of the theoretical part. Make a presentation of the key point and include the necessary information. 3) Applying the IDEA Model **(15 minutes)** Participants will engage in a practical problem-solving activity where they will apply the IDEA model to a real-life challenge that you will provide. They will work individually or in pairs to identify the problem, define it clearly, explore possible solutions and act on the best solution. **4)** Evaluation **(10 minutes)** Provide participants the 3 questions of this Unit.
Training Equipment*	Presentation slides Whiteboard and markers Handouts with problem-solving scenarios Flipchart paper and sticky notes
Handouts	Problem-Solving Scenarios IDEA Model Worksheet Evaluation Questions
References	1) Monash University. (n.d.). What is critical thinking? Retrieved from https://www.monash.edu/student-academic-success/enhance-your-thinking/critical-thinking/what-is-critical-thinking 2) Oceanfront Recovery. (n.d.). What are the benefits of critical thinking in recovery? Retrieved from https://www.oceanfrontrecovery.com/rehab-blog/what-are-the-benefits-of-critical-thinking-in-recovery/ 3) Indeed. (n.d.). Problem solving strategies. Retrieved from https://www.indeed.com/career-advice/career-development/problem-solving-strategies 4) Oceanfront Recovery. (n.d.). Critical thinking in recovery. Retrieved from https://www.oceanfrontrecovery.com/rehab-blog/critical-thinking-in-recovery/

Lesson Plan Unit 2: Critical Thinking & problem solving

	5) Bouchrika, I. (2024, February 8). What is Information Processing Theory? Stages, Models & Limitations in 2024. Research.com. https://research.com/education/what-is-information-processing-theory 6) Jeniffer Herrity - Indeed. (2023, August 25). 5 Top Critical Thinking Skills (And How To Improve Them). https://www.indeed.com/career-advice/career-development/critical-thinking-skills
Evaluation	1. What is critical thinking? a) A process of memorizing information b) **A cognitive process involving questioning, analyzing, and making judgments about information** c) A method of avoiding making decisions d) A technique for following instructions 2. How can critical thinking skills be beneficial in addiction recovery? a) By avoiding the need for self-reflection b) By enabling individuals to make uninformed decisions c)**By helping individuals assess situations, emotions, and triggers to make informed decisions** d) By encouraging individuals to ignore their emotions 3. What does the Information Processing Theory focus on? a) Understanding how computers process information b) **Understanding how humans acquire, encode, store, and retrieve information** c) Understanding how to improve communication skills d) Understanding the psychology of addiction

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Lesson Plan Unit 3: Resilience & ability to cope

Learning Objectives	• Understand the concept of resilience • Recognize the role of empathy • Explore techniques for cultivating empathy • Define creativity and its significance in problem-solving and innovation
Estimated seat time	**For synchronous learning**:
Method(s)	Interactive Presentation, Discussion, Group Sharing and Reflection
Training Activities	**1)** Introduction **(5 minutes)** Begin the session by warmly welcoming the participants and setting the tone for the workshop. Introduce the topic of enhancing resilience and creativity, emphasizing their importance in navigating life's challenges and fostering personal growth. 2) Presentation of the theoretical part **(15 minutes)** Explore key concepts, skills, and techniques associated with both resilience and creativity, drawing on research and practical examples to illustrate their significance. 3) Sharing Session & reflection **(25 minutes)** Encourage each participant to share a story or anecdote about a challenging situation they have faced, highlighting moments of resilience and creative problem-solving. 4) Wrap-up **(5 minutes)** Reinforce the importance of resilience and creativity in navigating life's ups and downs, and encourage participants to continue practicing these skills in their daily lives. Participants need to answer the 3 questions of the unit.
Training Equipment*	Presentation Paper and Pen Flipchart Paper and Markers
Handouts	Theory of resilience, empathy, adaptability and creativity Evaluation questions Helpful Videos Motivational quotes
References	• Friis, K. S. (2023, August 11). The Importance of Resilience in Life. LinkedIn. [https://www.linkedin.com/pulse/importance-resilience-life-kasper-svith] • Sutton, J., Ph.D. (2019, January 3). What Is Resilience, and Why Is It Important to Bounce Back? Resilience & Coping. [https://positivepsychology.com/what-is-resilience/] • Australian Psychological Society. (2018, October). The Power of Empathy. InPsych, 40(4). Retrieved from https://psychology.org.au/for-members/publications/inpsych/2018/october-issue-4/the-power-of-empathy

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Lesson Plan Unit 3: Resilience & ability to cope

	• Indeed. (n.d.). Creativity Skills. Indeed. https://www.indeed.com/career-advice/career-development/creativity-skills#:~:text=Creativity%20is%20the%20ability%20to,things%20from%20a%20unique%20perspective
Evaluation	1. What is resilience? A) The ability to create connections between disparate ideas **B) The capacity to effectively navigate and overcome challenging life situations** C) The skill of engaging in critical self-reflection and self-awareness D) The capability to listen to inspiring music to enhance problem-solving skills 2. How can individuals improve their empathy skills? A) By engaging in the circle challenge B) By prioritizing exercise and physical well-being **C) By cultivating self-reflection and understanding their values and biases** D) By reading regularly and exploring fiction novels 3. What is creativity? A) The ability to listen to inspiring music and enhance problem-solving skills **B) The capacity to approach tasks or problems from fresh perspectives and generate novel ideas** C) The skill of asking questions and challenging conventional wisdom D) The capability to effectively navigate and overcome challenging life situations

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Lesson Plan Unit 4: Self-worth & etiquette

Learning Objectives	By the end of this lesson, participants will understand the difference between self-esteem and self-worth, learn practical strategies to improve self-esteem, and recognize the importance of professional etiquette.
Estimated seat time	**For synchronous learning**: 55 minutes
Method(s)	Presentation, Video, discussion, role-playing, evaluation
Training Activities	1) Introduction **(5 minutes):** Welcome the participants and introduce the topic of self-worth and etiquette and engage them with a quote related to self-worth or etiquette. 2) Presentation of the Theoretical Part **(15 minutes)** Make the presentation of the theoretical part to make them understand the key points and explore the necessary strategies. 3) Role-Playing Activity **(15 minutes)** Participants need to be divided in pairs. They need to ask questions to each other and understand the level of self-esteem. Encourage them to be active listeners and ask them to try to provide counselling to each other to improve their self-esteem. 4) Watch the video for Etiquette basic information **(2 minutes)** 5) Discussion and wrap-up **(13 minutes).** Encourage participants to share their thoughts and experiences from the role playing activity, what key points they found out and how they think self-esteem is connected with business etiquette. 6) Evaluation **(5 minutes)** Participants have to answer the 3 evaluations questions of this unit.
Training Equipment*	Presentation slides Whiteboard and markers Laptop or projector for video demonstrations
Handouts	Self-esteem improving strategy Business etiquette video motivation
References	University of North Carolina Wilmington. (n.d.). Self-Worth. Seahawk Life. https://uncw.edu/seahawk-life/health-wellness/counseling/self-help-resources/self-worth NHS. (n.d.). Raise Low Self-Esteem. NHS. https://www.nhs.uk/mental-health/self-help/tips-and-support/raise-low-self-esteem/ Forbes Coaches Council. (2021, July 1). The Importance of Setting Healthy Boundaries. Forbes. https://www.forbes.com/sites/forbescoachescouncil/2021/07/01/the-importance-of-setting-healthy-boundaries/ Seattle Christian Counseling. (n.d.). 7 Tips for Building Strong Boundaries in Relationships. Seattle Christian Counseling.

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Lesson Plan Unit 4: Self-worth & etiquette

	https://seattlechristiancounseling.com/articles/7-tips-for-building-strong-boundaries-in-relationships McGill University Counselling Services. (n.d.). Self-Esteem: Helpful Hints. Retrieved from [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.mcgill.ca/counselling/files/counselling/self-esteem_helpful_hints_0.pdf]
Evaluation	1) What is the main difference between self-esteem and self-worth? **a) Self-esteem is influenced by external factors, while self-worth stems from within the individual**. b) Self-worth is intrinsic, while self-esteem is influenced by validation from others. c) Self-esteem and self-worth are interchangeable terms. d) Self-esteem is temporary, while self-worth is permanent. 2) Which of the following is NOT a strategy for setting healthy boundaries in relationships? a) Know yourself and understand your preferences and reactions. b) Recognize warning signs when your boundaries are overstepped and react promptly. **c) Ignore individual differences and expect everyone to adhere to the same boundaries**. d) Cultivate self-respect and maintain a healthy respect for yourself. 3) How can individuals improve their professional etiquette skills? a) By avoiding professional organizations to maintain independence. b) By refraining from asking for feedback from supervisors or mentors. **c) By exploring online resources, such as articles and forums.** d) By disregarding the behaviour of senior management in the workplace.

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Lesson Plan Unit 5: Social skills

Learning Objectives	By the end of this lesson, participants will understand the concepts of social awareness, advocacy, and cultural competence, and explore strategies for enhancing these skills to promote social justice.
Estimated seat time	**For synchronous learning**: 50 minutes
Method(s)	Presentation, discussion, team-work, evaluation
Training Activities	1) Introduction **(5 minutes):** Welcome participants to the lesson on enhancing social awareness, advocacy, and cultural competence and engage participants with a brief discussion or reflection question related to their understanding of these concepts. 2) Presentation of Theoretical Content **(15 minutes)** Define social awareness, emphasizing its importance in understanding others' perspectives and navigating social dynamics and explain the principles of advocacy, highlighting its role in promoting social change and justice. 3) Interactive Activity: Advocacy Plan Development **(25 minutes):** Divide participants into small groups and distribute handouts outlining the ten steps to developing an advocacy plan. Instruct each group to select an advocacy challenge or opportunity relevant to their interests or community. Encourage groups to collaborate and brainstorm ideas for each step of the advocacy plan. Invite each group to present a summary of their advocacy plan to the rest of the class. Encourage reflection on the advocacy planning process and lessons learned from the activity. 4) Evaluation **(5 minutes)** Participants will answer the 3 evaluation questions of this unit.
Training Equipment*	Presentation slides Whiteboard and markers Laptop or projector for video demonstrations Papers and pen
Handouts	Handouts with advocacy plan steps
References	American Psychological Association. (2010, April). Social awareness + emotional skills = successful kids. Monitor on Psychology. Drigas, A. S., & Papoutsi, C. (2018). A new layered model on emotional intelligence. Behav Sci (Basel), 8(5), 45. https://doi.org/10.3390/bs8050045 The Change Agency. (n.d.). Social action skills. Retrieved from [https://thechangeagency.org/social-action-skills/] National Council for the Social Studies. (n.d.). Advocacy planning: Your 10-step plan. Retrieved from [

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Lesson Plan Unit 5: Social skills

Evaluation	1. What does social awareness involve according to the provided information? A) Understanding one's own emotions **B) Recognizing the feelings and perspectives of others** C) Identifying cultural norms and differences D) Developing assertiveness skills 2. Which of the following is NOT a core competency that emerges within the domain of social awareness? A) Empathy B) Organizational awareness **C) Self-regulation** D) Service orientation 3. What is a key aspect of cultural competence? A) Ignoring cultural differences **B) Valuing diversity and respecting differing traditions** C) Focusing solely on individual beliefs D) Minimizing the importance of historical experiences