

4Talents Training the Trainers Handbook



Co-funded by
the European Union



Index

Cultural awareness and expression.....	4
TOOL NAME: Fact or Opinion	9
TOOL NAME: Creative Writing and Interpretation Workshop	12
Creative problem-solving	17
TOOL NAME: The Castle.....	23
TOOL NAME: The Labyrinth.....	26
Self-confidence	32
TOOL NAME: Challenge yourself.....	38
TOOL NAME: A deep breath for the future.....	41
Opportunity seeking.....	45
TOOL NAME: Goal Setting.....	51
TOOL NAME: Role play.....	55
Communication and interaction	64
TOOL NAME: Five Words	70
TOOL NAME: Ipse Dixit.....	74
New emerging jobs.	79
TOOL NAME: Guess the job	84
TOOL NAME: Talent-hunter	87
Identifying unconscious bias.	92
TOOL NAME: GAME OF PROFESSIONS.....	96
TOOL NAME: Unconscious Bias Quiz	101
Cultural Diversity.....	107
TOOL NAME: What Came First?	112
TOOL NAME: The Name Game	117
Self-knowledge / Self-awareness.....	122
TOOL NAME: System of beliefs	126
TOOL NAME: Wheel blank.....	129
Numeracy / Mathematical /Financial.	133
TOOL NAME: Bean salary.....	138
TOOL NAME: The exact number.....	141
Networking.....	145
TOOL NAME: Human Bingo.....	148



TOOL NAME: Speed Networking	150
<i>Self-entrepreneurship.....</i>	<i>153</i>
TOOL NAME: From ear to ear.....	156
TOOL NAME: Wheel of luck.....	159
<i>Self-motivation</i>	<i>163</i>
TOOL NAME: What is changed?	167
TOOL NAME: Monosmily.....	170
<i>Creativity.....</i>	<i>173</i>
TOOL NAME: Cards of destiny.....	177
TOOL NAME: The viewpoint.....	180
<i>Self-organisation.....</i>	<i>184</i>
TOOL NAME: Organised chairs.....	189
TOOL NAME: Time killers.....	192
<i>Defining a career path.</i>	<i>197</i>
TOOL NAME: From talent to career.....	201
TOOL NAME: Unlucky	204



Co-funded by
the European Union



4Talents

Cultural awareness and expression

Developed by:





01 Definition



Cultural awareness and expression are about creatively expressing ideas, experiences and emotions in various forms, in music, performing arts, literature and visual arts.

Cultural knowledge it involves getting to know the local, national and European cultural heritage, including an elementary knowledge of major cultural works, along with contemporary popular culture.

02 Objectives



- Development of a harmonious, tolerant personality
- Combining the sense of one's own identity with the respect for diversity of each citizen
- Expressing feelings and experiences towards the other

03 How does it work?





Discovering cultural diversity, awareness of the positive value of cultural diversity and respect for cultural heritage; cultivating understanding and respect for all peoples, their

culture and civilization, their values and way of life; awareness of one's own cultural values; respect for different ways of thinking and acting.

Understanding and respect for the way ideas and meanings are creatively formulated and communicated in different cultures (through art and culture). It involves participating in the understanding, development and expression of one's own ideas and sense of belonging or role in society in various ways and contexts.

04 How can I get it?

Develop a set of key competences based on knowledge, skills and attitudes in the field of cultural awareness and expression.

- **Knowledge** – this competence requires knowledge of local, national, regional, European and global cultures and modes of expression, including their languages, heritage and traditions, as well as knowledge of cultural products and an understanding of how these expressions can influence individual opinions; understanding the different ways of communicating ideas between the creator, the participant and the audience in written, printed and digital texts, theatre, film, dance, games, art and design, music, rituals and architecture; understanding one's own evolving identity and cultural heritage in a world of cultural diversity, as well as how the arts and other cultural forms can be a way to visualize and shape the world.
- **Skills** include: the ability to express and interpret figurative and abstract ideas, experiences and emotions with empathy, as well as the ability to cope with this in a number of other artistic and cultural forms; the ability to identify and concretize opportunities for personal, social or commercial interest through the arts and other cultural forms and the ability to engage in creative processes, both as an individual and within the community.
- **Attitudes** – it is important to have an open attitude and respect for the diversity of cultural expressions, together with an ethical and responsible approach to intellectual and cultural property; a positive attitude also implies curiosity about the surrounding world, an open attitude of imagining new possibilities and the desire to participate in cultural experiences.



05 How to develop?



Two alternative stages can be remembered, which become interdependent over time:

- the interiorization of culture through the assimilation of inherited values, which generate cultural sensitivity/cultural sense (knowledge);
- exteriorization, i.e. cultural expression and, finally, creation of culture (communication).

Aesthetic education through literature has a fundamental role in the endeavour to lay the foundations of cultural competence: the literary work, through popular or cult creations, through the biographies of literature creators, can elevate culture from the level of information to the higher one, of formation and, implicitly, of education. The book and the in-depth reading, through the existential models it offers, can have an undeniable modelling effect on the receiver-reader. Also, by creating poems we can put on the sheet our emotions regarding certain situations, we can reveal feelings that we do not have the courage to express directly.

Music and plastic education are, above all, objects of sensitivity. Enriching the universe of inner life, this objects affect the entire human personality: develop sensitivity and receptivity to the art of sounds and colour, intensify the general affectivity by awakening positive emotions, generate experiences, intense affective states that can subsequently constitute a solid basis for expression and cultural sensitivity. Through drawing, dancing or creating poems we can divulge our most hidden desires, needs, feelings and ideas.

Theatre, cinema and dance act and influence, to the same extent, cultural awareness and expression. Theatre and role-play have a great affective charge and represent a challenge in terms of emotions, their expression, but also their management.

Sculpture involves kinesthesia, touch, feeling. Emotion, therefore, is literally felt, and it's expression can be achieved by making patterns or objects that have a meaning for the subject.



06 Main problem to overcome

- **Linguistic diversity** - there are currently three alphabets and 24 official languages in the European Union. Another 60 languages are commonly spoken in certain regions or by specific groups. The number of languages spoken in the European Union has increased with immigration. It is estimated that at least 175 nationalities are currently living together on the territory of the European Union.
- **The "invisible" elements of culture** - values, assumptions, beliefs different from one community to another. Values can be defined as a moral choice that a person constantly uses in many situations; values may differ from person to person or, from a broader perspective, may differ from one culture to another. Decisions are often made on the basis of values. Assumptions are opinions based only on apparent facts, previously admitted as true. Beliefs are opinions that we generally consider true, without necessarily any evidence. Beliefs are basically assumptions we make about the world, and our values come from those beliefs.
- **Prejudices** it involves negative attitudes or emotions towards the performances of a group. These emotions can range from sympathy or dislike, to anger, fear, disgust, discomfort or even hatred. Depending on the group to which we refer, prejudices may have a more specific name (e.g.: racism for racial bias or sexism for gender bias). Like stereotypes, prejudices manifest themselves in our daily lives, sometimes without realizing it. Some researchers state that all people have prejudices (even those who do not believe this), manifested at best by the tendency to favour the group we belong to over other groups or by knowing stereotypes about other groups.



07 References



https://ibn.idsi.md/sites/default/files/imag_file/Sensibilizare%20si%20expresie%20culturala%20in%20activitatile%20de%20invatare%20la%20geografie.pdf

<https://qualitrainer.eu/competente-de-sensibilizare-si-expresie-culturala/>

<https://ccdtulcea.ro/wp/wp-content/uploads/revista/8/3.Formarea%20Si%20dezvoltarea%20competentei%20culturale%20prin%20arta%20in%20contextul%20educatiei%20formale.pdf>

<https://www.currentschoolnews.com/ro/%C8%99tiri-despre-educa%C8%9Bie/diferen%C8%9Ba-dintre-valori-%C8%99i-credin%C8%9Be/>

https://asociatiaproetnica.ro/wp-content/uploads/2021/11/ghid_practic_tipar.pdf



TOOL NAME: Fact or Opinion



TIME FRAME

30-40 minutes



MATERIALS

- 20 Fact or Opinion Statements Cards for each group
- Pens
- Paper



GROUP SIZE

5

01

OVERVIEW

This tool aims to help participants to distinguish between facts and opinions, to communicate and express their thoughts within a group based on the cultural experiences they have gained. In addition, this tool helps participants to assimilate other ideas and cultures from this world.

02

DESCRIPTION OF THE TOOL

The Fact or Opinion tool is a group activity, preferably played in groups of 5 people, in which the participants receive a set of cards on which different statements are written and they must decide which of them are facts and which of them are opinions, based on the cultural knowledge they hold so far.

03

INSTRUCTION FOR FACILITATORS

The facilitator will have to prepare the sets that contain 20 cards for each group of participants (the statements are found in point 4, where is listed in parenting to each which is a fact and which is an opinion, which should not be found on the cards that will be handed over to the participants). First, he will moderate a discussion about the differences between facts and opinions. Then he will have to divide the participants into groups of 5 people and hand them the set of 20 cards. After the participants finish



the task, the facilitator will organize a free discussion at the end. He must have in mind a series of questions that will lead to the discussion:

1. How do you differentiate between an opinion and a fact?
2. What can you do if you don't know when a statement is a fact or an opinion?
3. How did each group decide which book is an opinion and what is a fact? And what did it do when there were different opinions about a statement?

04

IMPLEMENTATION: TASK AND PROCEDURES

The facilitator will divide the participants into groups of 5 people and will hand them a set of 20 Fact or Opinion Statements Cards.

He will first ask the groups to think about what are the major differences between Facts and Opinions. After completing the discussions about the differences between the 2 concepts, the facilitator will ask the participants to look over the 20 cards and decide together which of these are facts and what are the opinions.

After they have completed this task, all the participants will return from the groups and a free discussion will follow regarding the whole process that has unfolded.

Organization, formation of groups of 5 people, training – performed by the facilitator – 10 minutes

Task completion by groups – 10-15 minutes

Discussion at the end about how the activity was unfolded – 10-15 minutes

List of statements:

1. Unmarried people in Denmark are covered with cinnamon when they turn 25 by friends and family.(F)
2. In Castrillo de Murcia, Spain, men dressed as yellow devils run and jump over babies.(F)
3. Your heart pumps blood through your body.(F)
4. 1 litre of water weighs 1 kilogram.(F)
5. Hawaii is in the Pacific Ocean.(F)
6. Only law enforcement officers should carry guns.(O)
7. Many private schools today provide a superior education to boys and girls(O)
8. A family physician can provide most of the medical services which a family requires.(F)
9. Most TV commercials today are misleading and silly.(O)
10. The mayor was elected by an overwhelming majority.(F)
11. A majority of all restaurants employ male chefs.(F)
12. The car Ford Model T was the most important invention of the first half of the century.(O)



13. By the end of this century, electric cars will be in common use.(O)
14. Couples should be acquainted for at least a year before getting married(O)
15. Joining the Army is the best way to learn job skill.(O)
16. The core of a pencil is made of graphite and clay, not lead.(F)
17. It's better to plant masses of flowers all in one colour than in two or three colours.(O)
18. In China at New Year, red envelopes with money are given to children by their parents or grandparents.(F)
19. In Bolivia it is traditional to bake money into sweet pastries and cakes on New Year's Eve.(F)
20. In Greece children throw their baby teeth on the roof when they fall.(F)

05

CONNECTION OF THE TOOL WITH THE SKILL

This activity stimulates the expression of the cultural knowledge acquired by the participants during their lives, but also an increase in cultural awareness. It also addresses prejudices or cultural stereotypes that participants may have encountered. This activity aims at sharing experiences, accumulating new cultural information, developing communication, listening, understanding and teamwork.

06

RESOURCES NEEDED

Human resources – groups of 5 people to play the game.

Material resources – 20 Fact or Opinion Statements Cards for each group, pens, paper.

Logistics – tables, chairs.

07

REFERENCES

<https://www.tomedes.com/translator-hub/24-cultural-traditions-around-world>

<https://www.mdc.edu/kendall/collegeprep/documents2/fact%20and%20opinionrevised819.pdf>



TOOL NAME: Creative Writing and Interpretation Workshop



TIME FRAME

60-70 minutes



MATERIALS

- Pens
- Pencils
- Sheets
- 4-5 dice



GROUP SIZE

3-4

01

OVERVIEW

The game aims is to develop creativity and imagination, expressing emotions through creation and artistic manifestation. The exercise also results in the development of communication, listening, understanding and teamwork.

02

DESCRIPTION OF THE TOOL

The large group is divided into small groups of three to four people. Each team will roll the dice four times - each digit and every time they roll the dice means something else. Starting from the data that fell after they diced each team writes a story. Each team presents the story in the most creative, artistic way possible.

03

INSTRUCTION FOR FACILITATORS

The facilitator divides the large group into several small groups of 3-4 individuals each. Each group shall choose a representative who rolls the dice 4 times and notes the indications for each roll. After each group has received the 4 references, they will have 15 minutes to write a story as novel as possible using the landmarks received.



Participants will be told that they are free to imagine any story that goes through their heads, the only condition being to respect the landmarks received by throwing the dice and to fit within the set time. The facilitator will follow the activity that will take place in the small groups, and after the time of writing the story has expired, gives the next task. Namely - each team presents the story in a creative, artistic way (role-playing, pantomime, song, dance, storytelling on a musical background, creating a human painting, a statue, etc.). Participants have the freedom to choose the way of artistic expression for the presentation of the story, being encouraged to be as creative as they can.

04

IMPLEMENTATION: TASK AND PROCEDURES

The task is to create a story of emotions, based on four randomly obtained landmarks, by rolling the dice. Each team will roll the dice four times - each digit and every time it rolls the dice means something else:

	The first time we roll the dice	The second time we roll the dice	The third time we roll the dice	The fourth time we roll the dice
	Character	When the action takes place	Where the action takes place	Conflict
	Monster	Night	Haunted house	A mysterious discovery
	Witch	Night of Halloween	Cemetery	A mystery must be solved
	Zombie	Before sunrise	Forest	A dangerous journey must be made



	Ghost	Night with full moon	On the mountain	Someone is afraid of something
	Mummy	During a storm	Castle	Someone needs to be Saved
	Vampire	At sunset	Abandoned building	Something or someone disappears/is missing

Based on the data that fell after they rolled the dice; each team will write a story. Each team presents the story in a creative, artistic way (role play, pantomime, dance, storytelling on a musical background, creation of a human painting, a statue, etc.).

Organization, formation of small groups, training – realized by the facilitator - 5 minutes.

Each group designates a representative for the roll with the dice, notes the indications received according to the number on the dice – 5 minutes.

Working in small groups, creating the story and writing it on paper – 15 minutes.

Stopping the work and continuing the training by the facilitator – each group will have to perform a staging of the written story, in a way that is as creative and artistic as possible, at will – 5 minutes.

Work in small groups – performing the artistic act (role-playing, pantomime, dance, storytelling on a musical background, creating a human painting, a statue, etc.) – 15 minutes.

Staging – 5 minutes for each group.

Feedback from the other participants and facilitator, conclusions – 5 minutes.



05

CONNECTION OF THE TOOL WITH THE SKILL

The game stimulates creative thinking, imagination, the expression of emotions through creation and artistic manifestation. The exercise also results in the development of communication, listening, understanding and teamwork.

The creative writing exercise is a way of expressing ideas and emotions, even more so through the themes chosen within the exercise, the participants being able to include also cultural elements that they have in their general culture. The second part of the exercise makes the transition to the expression of emotions and feelings with the help of the artistic act of staging the created material.

06

RESOURCES NEEDED

Human resources – groups of 3-4 people to play the game and a game facilitator.

Material resources – 4-5 dice, card with the meaning of the number on the dice for each of the four throws / team, sheets of paper, pens.

Logistics – tables, chairs.

07

REFERENCES

https://www.unatc.ro/cercetare/pedagogie/pdf/Jocuri_teatrale_Manual_pentru_clasele_V-VIII.pdf



Co-funded by
the European Union



4Talents

Creative problem- solving

Developed by:





01 Definition



Creative problem-solving is a way of solving problems or identifying opportunities when conventional thinking has failed. It can find fresh perspectives and come up with innovative solutions, so we can formulate a plan to overcome obstacles and reach our goals.

Creative problem-solving ask us to use divergent (the process of generating lots of potential solutions and possibilities) and convergent (evaluating those options and choosing the most promising one) thinking as a way to do this.

02 Objectives



- Dealing with obstacles and overcoming them
- Improve our products, services, communications and interpersonal skills
- Encourage creative thinking
- Find innovative solutions that work
- Identify opportunities for growth in a competitive world



03

How does it work?



Creative problem-solving has four core principles:

- **divergent and convergent thinking must be balanced** - the key to creativity is learning how to identify and balance divergent and convergent thinking (done separately) and knowing when to practice each one
- **ask problems as questions** - when you rephrase problems and challenges as open-ended questions with multiple possibilities, it's easier to come up with solutions. Asking these types of questions generates lots of rich information, while asking closed questions tends to elicit short answers, such as confirmations or disagreements. Problem statements tend to generate limited responses, or none at all
- **defer or suspend judgment** - judging solutions early on tends to shut down idea generation. Instead, there's an appropriate and necessary time to judge ideas during the convergence stage.
- **focus on "Yes, and" rather than "No, but"** - language matters when you're generating information and ideas. "Yes, and" encourages people to expand their thoughts, which is necessary during certain stages of creative problem-solving. Using the word "but" – preceded by "yes" or "no" – ends conversation, and often negates what's come before it.



04

How can I get it?



1. Clarify

Explore the Vision

Identify your goal, desire, or challenge. This is a crucial first step because it is easy to assume, incorrectly, that you know what the problem is. However, you may have missed something or have failed to understand the issue fully and defining your objective can provide clarity.

Gather Data

Once you have identified and understood the problem, you can collect information about it and develop a clear understanding of it. Make a note of details such as who and what is involved, all the relevant facts, and everyone's feelings and opinions.

Formulate Questions

When you have increased your awareness of the challenge or problem you have identified, ask questions that will generate solutions. Think about the obstacles you might face and the opportunities they could present.

2. Ideate

Explore Ideas

Generate ideas that answer the challenge questions you identified in step 1. It can be tempting to consider solutions that you have tried before, as our minds tend to return to habitual thinking patterns that stop us from producing new ideas. However, this is a chance to use your creativity.

3. Develop

Formulate Solutions

This is the convergent stage of creative problem-solving, where you begin to focus on evaluating all of your possible options and come up with solutions. Analyse whether potential solutions meet your needs and criteria and decide whether you can implement them successfully. Next, consider how you can strengthen them and determine which ones are the best "fit."

4. Implement

Formulate a Plan

Once you have chosen the best solution, it is time to develop a plan of action. Start by identifying resources and actions that will allow you to implement your



chosen solution. Next, communicate your plan and make sure that everyone involved understands and accepts it.

05 How to develop?



Creative problem-solving is an approach that identifies unique solutions to issues through a process of problem identification and resolution planning. It goes beyond conventional approaches to find solutions to workflow problems, product innovation or brand positioning. Developing the skill of creative problem-solving requires constant improvement to encourage an environment of consistent innovation.

Steps to improve our creative problem-solving skills:

- **practice empathy** - the ability to see the perspective of others, a key element of emotional intelligence
- **get a hobby** - that require you to use your brain differently; exploring something new also allows us to test the boundaries of what we are capable of - a hobby is a constructive way to take creative risks
- **relax the assumptions** – recognize this tendency when we need unique solutions or innovations
- **practice persistence toward a goal** - requires maintaining a level of strategic focus through challenging situations until you come to a resolution; some problems take longer than others to solve
- **collaborating** - is a great way to come up with creative solutions; it is also a great way to identify obvious solutions that others may not have tried
- **use personal history** to give an understanding of when to persist and when to change focus; past experiences give us a unique perspective that we can apply with critical thought
- the best way to learn a skill is to **practice it**; the more issues presented that need creative solutions, the easier it will become to hone a problem-solving process
- if you are stuck on a problem, try **asking someone** else in your field for advice; their personal experiences offer exposure to a way of thinking that you may have never previously considered
- **brainstorming** - is a tool that can be highly effective when guided by the iterative qualities of the design thinking process. It involves openly discussing and debating ideas and topics in a group setting. This facilitates idea generation and



exploration as different team members consider the same concept from multiple perspectives.

06 Main problem to overcome

Obstacles:

- **lack of clear goals and objectives**, written down, accompanied by detailed, written plans of action (when you become crystal clear about what you want, and how you are going to achieve it, your creative mind springs to life. You immediately begin to sparkle with ideas and insights that help you to move forward and improve your creative skills)
- **fear of failure or loss** – it is the fear of being wrong, of making a mistake, or of losing money or time; it is the possibility of failure, the anticipation of failure that paralyses action and becomes the primary reason for failure and ineffective problem solving
- **fear of criticism**, or the fear of ridicule, scorn, or rejection – many people live lives of underachievement and mediocrity because they are afraid to attempt to sell themselves or their ideas for success; they play it safe and settle for far less than they are truly capable of earning
- a major obstacle to creative thinking is called **"homeostasis"** - this is a deep subconscious desire to remain consistent with what you have done or said in the past; it is the fear of doing or saying something new or different from what you did before. This homeostatic impulse holds people back from becoming all they are capable of becoming and from achieving success; this tendency leads you into your own "comfort zone." Your comfort zone, over time, becomes a groove, and then a rut. You become stuck. All progress stops. In no time, you begin to use your marvellous powers of rationalization to justify not changing
- not thinking proactively – **passivity** (if you do not continually stimulate your mind with new ideas and information, it loses its vitality and energy); a major cause of passive thinking is routine. Most people get up at the same time each morning, follow the same routine at their jobs, socialize with the same people in the evenings, and watch the same television programs
- **rationalizing** and never improving – being rational means that we continually use our minds to explain the world to ourselves, so we can understand it better and feel more secure. In other words, whatever you decide to do, or



not do, you very quickly come up with a good reason for your decisions; by constantly rationalizing your decisions, you cannot learn to improve performance.

07 References



<https://www.mindtools.com/a2j08rt/creative-problem-solving>

<https://www.indeed.com/career-advice/career-development/improve-creative-problem-solving-skills>

<https://online.hbs.edu/blog/post/what-is-creative-problem-solving>

<https://www.entrepreneur.com/growing-a-business/6-obstacles-to-creative-thinking-and-how-to-overcome-them/282960>



TOOL NAME: The Castle



TIME FRAME

for example
30-60minutes



MATERIALS

- sticky notes
- whiteboard
- pencils...



GROUP SIZE

3-4 people

01

OVERVIEW

The game aims to develop the creativity of the participants by coordinating the technical skills with the cognitive ones. The competitive spirit is also stimulated and participants are challenged to find ingenious solutions to solve the task.

02

DESCRIPTION OF THE TOOL

The participants are divided into groups of 3-4 people, and the task they receive is to build a castle / building as high as possible using only chopsticks and plasticine. The working time is 15 minutes and whoever built the tallest castle that remains standing until the end of the judging wins.

03

INSTRUCTION FOR FACILITATORS

Participants are randomly divided, one method being to count 1,2,3 in turn, and all with the number 1 will constitute a team, those with the number 2 are the second team and those with the number 3 are the third team. Participants in the game are not given other



indications, they are only required to build the highest possible castle, using as building materials only plasticines and chopsticks. The participants can work on a table or on the floor, by choice. The working time is 15 minutes. The facilitator will follow the way each group works, how they organize themselves, who takes the lead, if there are people who give more indications, if there are people who prefer to follow from a distance and get less involved, who are the people who come up with ideas to put into practice and if they manage to convince the group that in the way proposed by them it must be done.

04

IMPLEMENTATION: TASK AND PROCEDURES

The task is to build the highest possible castle/building using only plasticines and chopsticks, without any other helpful materials. The participants must communicate with each other in order to achieve the highest possible construction, negotiate on the solutions brought by each of the group members and choose the best solution.

Total working time is 15 minutes. The facilitator will divide the large group into smaller groups of participants (about 3-4 players in each team), share the materials with them and train them on what they have to do. Clarify if everyone has understood the task and, when there are no more concerns, start the game. The facilitator will follow the way of working in the teams constituted and will stop the game at the end of the time. He will measure the co-constructions made. The winner is the team that made the tallest standing construction.

It is analysed how each team works, the participants will provide feedback on how they worked, how they felt in the team and each Mini group will have to name an "ingredient" necessary for success. The facilitator will also make some comments on the observations made during the game.

05

CONNECTION OF THE TOOL WITH THE SKILL

Teamwork, the combination of technical and cognitive skills, the ability to produce your own ideas, to present and support them in front of the group, to weigh all the ideas circulated and to choose the best solution for achieving the task, with the framing within the set time.



06

RESOURCES NEEDED

Human resources – groups of 3-4 people.

Material resources – one package of plasticine and one of chopsticks for each participating group; a timer/clock and an inch/roulette with which the facilitator will measure the height of the resulting constructions at the end of the sample.

Logistics – tables, chairs.

07

REFERENCES

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



TOOL NAME: The Labyrinth



TIME FRAME

30-60minutes



MATERIALS

- A game board
- Task cards
- Dice
- Pawns



GROUP SIZE

Minimum 4 people to
form 2 teams

01

OVERVIEW

The game aims to develop the creativity of the participants through problem solving. The competitive spirit is also stimulated and participants are challenged to use their creativity, quick thinking and knowledge to solve the task.

02

DESCRIPTION OF THE TOOL

At least 4 people must participate in the game, in order to form 2 teams within a group, and the task they receive is to reach the end of the maze (route). No time limit is set, the game ends when the first team managed to get out of the maze, but it is preferable that the entire activity does not stretch more than 60 minutes.

03

INSTRUCTION FOR FACILITATORS

The facilitator is the one who has to prepare the game boards(below in the Annex it is a model) where the maze is located and the cards on which are located the tasks that will be extracted by the participants.



The task of the participants in the game is to go through a maze, but in order to get out of the maze they have to solve the tasks mentioned on the card extracted after throwing the dice. The correct answer to each task makes it possible to advance into the maze. A wrong answer or exceeding the response time (2 minutes) will cause the participant to move the team pawn back to where they left off. The facilitator will directly follow the progress of the game and he is the one who will decide if the participants have correctly completed the task or must move the pawn back in case of a wrong answer.

On the cards there are 2 types of tasks:

1. To mimic what is written on the card, so that the team partner has the idea of what the word is about
2. To describe the word but without mentioning it itself, so that the team partner guesses what word is written on the card

04

IMPLEMENTATION: TASK AND PROCEDURES

The task is to get out of the maze by solving easy tasks, depending on the number reached by throwing the dice. A piece of cardboard of size A4/A3 is required, on which a labyrinth (path) is drawn, containing small circles numbered in order, from 1 to 20. Small figurines/pawns of different colours are required for each team participating in the game and a dice. The facilitator will divide the participants into several groups. For each group it takes at least 4 people to form 2 teams (2 people per team). If there is a larger number of people, more teams can be formed within a group. The facilitator presents the game training, and if all the participants have understood what they have to do, the game can begin. Each participant rolls the dice and positions the team pawn according to the number displayed on top of the dice (1-6).

Depending on the position of the pawn of the one who threw the dice, he takes the card corresponding to the number on which the pawn is on the board and must perform the task mentioned on the card. The one who has to give the answer to the task is the team partner of the one who extracted the card. If he performs the task that is mentioned on the card, the team pawn will remain on the spot on the board where he is in after throwing the dice. If the answer is wrong or is not answered within 2 minutes, then the team must move the pawn to the place where it is before rolling the dice.

The one who has to answer, will tell the answer only to the facilitator, so that the other teams do not know the answer to the task if they reach the same position on the backgammon game. Repeat the procedure until all the players reach the end. It will win the game the first team that exceeds the number 20.



The words that will be mentioned on the cards and the task to be performed (the facilitator can choose other words):

1. Book(description)
2. Egg(mimicked)
3. Horse(mimicked)
4. Ghost(description)
5. Bed(mimicked)
6. Pineapple(description)
7. Puppet(mimicked)
8. Bell(description)
9. Cobra(mimicked)
10. Full Moon(description)
11. Crown(mimicked)
12. Taxi(description)
13. Knight(mimicked)
14. Whistle(description)
15. Astronaut(mimicked)
16. Horn(description)
17. Gold(mimicked)
18. Carnival(description)
19. Discovery(description)
20. Propose(mimicked)

05

CONNECTION OF THE TOOL WITH THE SKILL

The game stimulates creative thinking, rapidity in finding solutions or the ability to solve problems (simple in essence, but the challenge is given by limiting in time the possibility of responding). Also, the competitive spirit is tested, being declared the winner the first team which reach the end of the maze. The ability to follow the rules is also tested, with the player who gives a loud answer to another player's question being penalized by sitting a turn, even if the answer to his question is correct.



06

RESOURCES NEEDED

Human resources – groups of 4 people to form 2 teams to play the game and a game facilitator.

Material resources – game board with the maze drawn and the 20 points numerically marked in a badge, 20 task cards, figurines / pawns of different colours for each team, a dice, a timer / clock.

Logistics – tables, chairs.

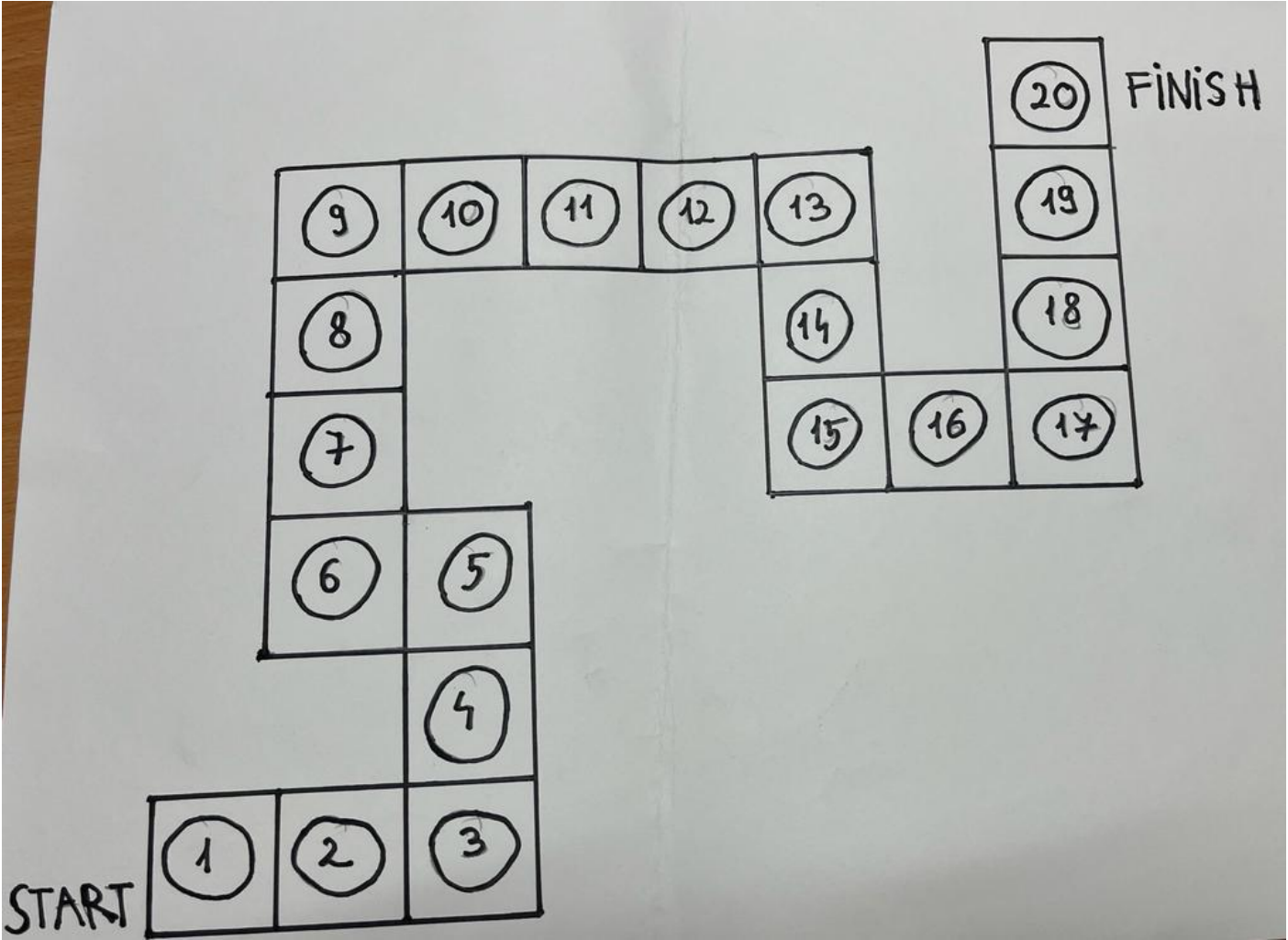
07

REFERENCES

<https://www.thegamegal.com/word-generator/>



Annex





Co-funded by
the European Union



4Talents

Self Confidence

Developed by:



BRAINLOG



01 Definition



Self-confidence is a positive attitude about one's own skills and abilities. It implies that you accept and trust yourself, and that you have a sense of control over your life. You are aware of your own talents and weaknesses and have a favourable self-image. You have the ability to set realistic objectives and goals, speak assertively, and take criticism.

Low self-confidence, on the other side, may cause you to doubt yourself, be weak or submissive, or have difficulties trusting others. You may feel inferior, unloved, or easily offended. The situation may dictate how confident you are in yourself. For example, you may be incredibly confident in one area, such as academics, but lacking confidence in another, such as relationships.

Self-confidence is rarely tied to actual ability and is primarily based on your views. Perceptions are how you think about yourself, and they might be flawed.

02 Objectives



- ✓ To empower participants to become more confident,
- ✓ To brainstorm about the reasons why you are out of a job,



- ✓ Reflecting about your passions, hobbies and how they could relate to a promising career,
- ✓ To motivate you as an unemployed youngster to find a meaningful job and career path,
- ✓ To empower reflect about personal strengths and capabilities,
- ✓ Offer tools to motivate resilience and perseverance.

03 How does it work?



When one becomes self-confident, also tends to achieve:



Better performance - Rather of wasting time and energy worrying about not being good enough, you can focus your efforts. Finally, having more self-confidence will help you perform better.



Healthier relationships - Self-confidence affects not only how you feel about yourself, but it also helps you better understand and love others. It also gives you the courage to leave a relationship if you aren't getting what you want or deserve.



Openness to try new things - You are more inclined to try new things when you believe in yourself. Putting yourself out there, whether for a promotion or a cooking class, is much easier when you believe in yourself and your ability.



Resilience - Believing in oneself helps improve your resilience, or ability to recover from any life setbacks or adversity.



04 How can I get it?



To become more self-confident, you should follow a few principles that combined will make you less insecure and happier. As a person you should take care of your body, practice positive self-talk and be kind to yourself.

It is also really important that you take a more active role in facing your fears, that you challenge yourself with realistic goals in mind, that you learn to know how and when to say no.

There's no point in comparing yourself with others, everyone is different and aims different outputs and outcomes, you should base your goals on your own expectations of yourself and not on what others are doing.

You should involve yourself with activities that you're good at, with positive people that lift your spirit and bring you joy.



05 How to develop?



There are several things you may do to boost your self-esteem. Some of them are little shifts in your mindset; others will take some time to become second nature.



Look at what you've already achieved - If you believe you haven't accomplished anything, it's easy to lose confidence. Make a list of everything you're proud of in your life, whether it's passing an exam or learning to surf. Keep the list handy and add to it anytime you do anything you are proud of. When you're feeling down, pull out the list and remind yourself of all the great things you've accomplished.



Think of things you're good at - Everyone has unique skills and abilities. What are they? Recognizing your strengths and working to improve them will help you gain confidence in your own talents.



Set some goals - Set some goals and outline the steps necessary to achieve them. They don't have to be lofty; they might be as simple as baking a cake or organizing a night out with friends. Simply set little goals that you can cross off a list to boost your confidence in your ability to complete tasks.



Talk yourself up - You'll never feel secure if your head is filled with negative thoughts telling you that you're no good. Consider your self-



talk and how it may be hurting your self-confidence. Treat yourself like a closest friend and encourage yourself.



Get a hobby - Find something that you are truly enthusiastic about.

Photography, sports, crocheting, or anything else! When you've identified your passion, commit to pursuing it. If you're engaged or passionate about a certain activity, you're more likely to be driven and to gain abilities more rapidly.



06 Main problem to overcome



The main problems this module intends to overcome are lack of self confidence among the unemployed youth who struggles to find a job or a professional passion, lack of interest in a professional career to follow, the module aims to inspire and empower young job seekers, and turn them into successful, confident value adding professionals.



07 References



Morin, A. (2022, July 28). *How to Be More Confident: 9 Tips That Work*. Retrieved from Verywell mind: <https://www.verywellmind.com/how-to-boost-your-self-confidence-4163098>



ReachOut Australia. (2022). *How to build self-confidence*. Retrieved from ReachOut Australia:
<https://au.reachout.com/articles/how-to-build-self-confidence>

University of South Florida . (2022). *WHAT IS SELF-CONFIDENCE?* Retrieved from Counseling
Center: <https://www.usf.edu/student-affairs/counseling-center/top-concerns/what-is-self-confidence.aspx>



TOOL NAME: Challenge yourself



TIME FRAME

20 minutes



MATERIALS

- Sheet of paper
- Whiteboard
- pencils



GROUP SIZE

2-8 participants

01

OVERVIEW

The toll aims to empower you as a participant to take positive challenges as a tool to boost your confidence and show you that you are capable of achieving whatever you put your real effort in to!

The activity will showcase both challenges that you and your peers overcame, and how such challenges helped you becoming the person you are at the moment.

02

DESCRIPTION OF THE TOOL

This is a group activity that can be developed both indoors or outdoors, no formal context is needed. The point of the activity is that the participants share passed experiences and episodes that helped them become stronger or more capable, it is expected that by sharing their stories the participants will motivate each other that they are fit and capable to face personal challenges.



03

INSTRUCTION FOR FACILITATORS

The facilitators should divide the participants into smaller groups (further described on step 04) during the task, the facilitators should observe the groups and give guidance or direction if needed. During the activity facilitators should keep a positive and communication with the participants, while making sure that the working groups and their discussions remain on the topic.

04

IMPLEMENTATION. TASK AND PROCEDURES

The participants will be divided into groups of 2 to 4 members (depending on the number of total participants playing the game). In the first 5 minutes of the activity, each member is, by themselves, supposed to reflect on one or more challenges that they had overcome in their lives and how they overcame them. In the following 10 minutes, the group members should present their challenges and how they overcame them to their group. In the last 5 minutes, each group should write on a whiteboard collected: 5 steps/tips to overcome a personal challenge.

Examples could be as simple as daily chores/tasks that you don't like, but you still overcome every day. There is no right or wrong, as it is about identifying your current strengths.

05

CONNECTION OF THE TOOL WITH THE SKILL

The ability of challenging ourselves is often related to our self-confidence, to be able to set a challenge for him or herself one needs to be confident. To take on a challenge you need to believe in yourself, that you are going to succeed and to achieve whatever goal you are seeking. Without self-confidence it is impossible to believe in your success. This activity will show the participants that they already have achieved something and that together they can get into life-constructing conclusions. Such realisation should help the participants to boost their self-confidence.



06

RESOURCES NEEDED

- A sheet per participant
- A pencil/pen per participant
- A whiteboard per group
- An appropriate pen to write on the whiteboard per group



TOOL NAME: A deep breath for the future



TIME FRAME

30 minutes



MATERIALS

- Posters, post-its
- Magazines and newspapers



GROUP SIZE

Up to 20 participants

01

OVERVIEW

The activity aims to show you as a participant how to think deeper about your future, in a more relaxed way, before acting or taking important decisions, honesty and assertive communication are crucial to become aware of your own dreams and to act. Being aware of these will boost your self-confidence in knowing you can achieve what you wish for.

The activity will start by showing new tools to help you relax, and then help you to reflect on some of the dreams you have for your future life, and how the different fears could stop you from achieving this. You will instead be focused on reflecting on the way to act.

02

DESCRIPTION OF THE TOOL

This is a group activity that can be developed both indoors or outdoors but should take place in a noise-free calm environment and where there is space to comfortably accommodate the participants. The point of the activity is that the participants lie down/sit down, listen to four focus points given by the facilitator while they reflect on the importance of dreaming and having a vision of your dreams of your future life. The activity aims to improve the self-confidence of participants, make them more reassured about themselves and more aware of their fears and dreams.



03

INSTRUCTION FOR FACILITATORS

The facilitators should divide the participants into smaller groups (further described on step 04) during the task, the facilitators should observe the groups and give guidance or direction if needed. During the activity facilitators should keep a positive and communication with the participants, while making sure that the working groups and their discussions remain on topic. For this activity it is very important to create an open and safe space for all participants, and make sure they know that there are no right or wrong answers.

04

IMPLEMENTATION. TASK AND PROCEDURES

The activity starts with participants getting comfortable – lying down or sitting, listening to the 4 focus points below read aloud from the facilitator. While they listen to these focus points, the participants should write down their answers on their given post-its. After this the participants should add these post-its to the four big posters for each focus point for the whole class. The facilitator could organize the different answers into groups, so that the participants can see how people are usually dreaming or struggling with the same things. After this, the facilitator will make more pens, colouring pencils, magazines and newspapers available for alle participants to create their own vision board of their future life/dreams. They should have plenty of time for this part. The last step is to have all participants hang their vision board somewhere to display – again to inspire others and to feel accountable and reminded of their own dreams. If you, as the facilitator, think it is possible, then the last step could be arranging groups in way that the participants feel comfortable with their group, and for 5 minutes the participants should share something they learned from the exercise and how they created their vision board.

- “Guided meditation” – stand, sit, whatever makes you comfortable, but close your eyes
- We will focus on our dreams for our future life
 1. Imagine that all doors are open for you. You have all the possibilities, tools, strength, energy, and power available – what would you like to achieve for yourself?
 2. What is the biggest enemy/fear in achieving this?
 3. What would be the consequence of not achieving what you wish for?
 4. What do you gain from achieving this?



- 4 big pieces of paper, post-its for everyone
- Everyone gets the chance to write down their answers to each of the questions on the post-its and stick them on to the shared big pieces of paper
- Once all participants have added their four post-its, the facilitator can group them into themes and read aloud some of them, but remember to keep it private and anonymous! If this is not the right thing to do for your group – skip this step
- The last part of this assignment is to let the participants make an illustration of their future dreams for their life. They can be as creative as possible. This can be displayed on the walls for everyone to get inspired.

05

CONNECTION OF THE TOOL WITH THE SKILL

The ability of taking a deep breath before facing or handling adverse situations will for sure impact our relationships and their stability, one can easily agree that well structured and positive relations re-assure us and help us to become more self-confident. Without self-confidence it is impossible to believe in our success. Therefore it is to be believed that this activity will show the participants that being assertive, thinking before acting can impact their lives in a positive manor and that together they can get into life constructing conclusions. Such realisation should help the participants boosting their self-confidence.

06

RESOURCES NEEDED

- A noise free room that can comfortably fit the group
- 4 big pieces of paper that can work as posters
- A piece of A4 paper for all participants
- Post-its
- Pens, colouring pens, etc.
- Newspapers and magazines (if you wish to make this an even more creative activity)



Co-funded by
the European Union



4Talents

Opportunity seeking

Developed by:



BRAIN.LOG



01 Definition



Opportunity seeking. The purpose of this module is to motivate participants to be active jobseekers. The outcome is to turn unmotivated unemployed young adults into empowered resilient individuals who are looking for jobs. To make this change the aim is to help participants develop some of their soft skills that has been identified as being key skills to turn young adults into proactive jobseekers. Examples of some of these skills are: being social, initiative, organized, a good leader and a good multitasker.

02 Objectives



- ✓ To empower participants to become active jobseekers,
- ✓ To brainstorm about the reasons why you are out of a job,
- ✓ Reflect about your passions, hobbies and how they could relate to a promising career,
- ✓ To motivate you as an unemployed young adult to find a meaningful job and career path,
- ✓ To empower reflections about personal strengths and capabilities,
- ✓ Offer tools to motivate resilience and perseverance.



03 How does it work?



Finding work is like a sales process, on which you should sell yourself. You should consider it from the perspective of the employer and do what the employer will find most convincing.

You will have to demonstrate your ability to do the work by actually be doing the tasks and doing them well. Before the interview, do your research about the company, find out what their business and missions are, note down relevant ways you have worked on similar things or projects, explain exactly how you can solve their problems with your experience and interests.

It is important to know how to stay motivated and what it takes for you, such as making a public commitment to apply for one position per day or finding a partner to search for jobs with.



04 How can I get it?



People used to get a job right out of high school and stay with it until they retired. Those days are long gone. Today people must be quick to find new job opportunities, preferably before they are forced to. Here are some new strategies to help you advance in your career or to even find your career path...



Networking - The hidden job market refers to the fact that many of the best jobs are never advertised. They are filled by candidates who hear about them from friends, former co-workers, and ex-bosses.



Referrals - Some employers reward their employees for referring a qualified candidate to the company. Everyone benefits from this situation. You get a new job, and your contact receives a finder's fee for bringing in a top-tier employee. That is rather uncommon, but there is nothing stopping you from asking a trusted friend who works in your field to notify you of any openings. The working relationships you develop at each job may lead to other opportunities years down the road.



Job Boards and Career Websites - Job boards used to be just that: a flat surface on a wall where job openings were posted for all to see. Job boards have gone virtual, which is great news for everyone because their reach is much greater. You can also use job search engines or any of the many career-related websites that post job openings, including *Monster.com*, *Google for Jobs*, *CareerBuilder*, and *Indeed*. Many other databases, such as *People Per Hour*, *Upwork*, *Simply Hired*, and *Crowded*, specialize in freelance and contract work.



Job Fairs - Although some job or recruitment fairs are more generalized, most are targeted toward specific industries. A list of the organizations that will be represented will be included in the promotional materials. Investigate any companies that pique your interest, bring a stack of resumes and business cards, and prepare to sell yourself. Consider any conversations with recruiters to be mini-interviews that can help you stand out from the crowd.



Company Websites - If you already know who your ideal employer is, go straight to the career section of the company's website. If you keep an eye on job openings on its website, you might just find the one you have been looking for. Make a list of potential employers and visit their websites frequently. If you are dead set on working for a specific company, it may take some time to find the right opportunity for you.



05 How to develop?



There are several ways to become more a pro-active job hunter, it can be as simple as browser some key websites once a week.



Check in on job search sites frequently. To get the most relevant results, look for one that specializes in your field.



Networking, online and in person, is one of the best ways to stay on top of what is happening in your field, including what jobs are open and where.



Be creative but be cautious. Be sure that your creative tactic is appropriate for the industry you are trying to get into.



If you are just starting out, an internship or even a volunteer job can get you in the door.



Do not dismiss temporary or freelance work. They often lead to full-time opportunities.



06

Main problem to overcome



The main problem that this module aims to solve is the lack of interest in finding a job among unemployed youth who struggle with a lack of a professional passion or lack of interest in a professional career to pursue. The module aims to inspire and empower young job seekers, and turn them into successful, active value adding professionals. Another important aim is to boost the young adults' incentives for seeking jobs and careers. The tools will help the young adults to work on their confidence in realizing their opportunities.

07

References



80000 hours. (2023, 11 11). All the best advice we could find on how to get a job. Retrieved from 80000 hours: https://80000hours.org/career-guide/how-to-get-a-job/?gclid=Cj0KCQiAgribBhDkARIsAASA5btUWJ3o2Jd-ebLLnd7-r2352In-l0trqMKuijI82ItTaJ2XIJBQ6akaAgCtEALw_wcB

Investopedia. (2022, 11 11). 9 Ways to Find a New Job. Retrieved from Investopedia: <https://www.investopedia.com/financial-edge/0711/9-different-ways-to-find-a-new-job.aspx>

University of South Florida . (2022). WHAT IS SELF-CONFIDENCE? Retrieved from Counselling Centre: <https://www.usf.edu/student-affairs/counseling-center/top-concerns/what-is-self-confidence.aspx>

US government . (2022, 11 11). [usa.gov/find-a-job](https://www.usa.gov/find-a-job). Retrieved from [usa.gov](https://www.usa.gov/find-a-job): <https://www.usa.gov/find-a-job>



TOOL NAME: Goal Setting



TIME FRAME

30-60 minutes



MATERIALS

- Template
- whiteboard
- pencils...



GROUP SIZE

1-3

01

OVERVIEW

The Goal Setting tool is in the format of a colourful and visually stimulating pie-chart that enables you to break your professional goals down into more specific and attainable aims, which will help you stay motivated to achieve them.

02

DESCRIPTION OF THE TOOL

Whether you know exactly what you want to achieve and how you're going to do it or your aims are more general ideas, everyone has professional goals they want to fulfil. However, without writing these down or defining a clear plan of action, it's easy for these ideas to fall to the wayside.

03

INSTRUCTION FOR FACILITATORS

The facilitator have to prepare the template in advance, to divide the groups and to deliver the printed template in advance.



04

IMPLEMENTATION: TASK AND PROCEDURES

Task 1.

In the centre of the radial map, define the key theme or topic you will be exploring (For example – “What is my dream job”, but this could also be one overarching goal).

Task 2.

In the first layer of segments that surrounds the centre, break your overarching goal down into smaller, more achievable career aims, or if you have multiple goals, define the different categories that they fall into (for example, category 1 : Relevant education and qualifications, category2: Relevant work experience, category3: A clear understanding of the industry and job requirements, category 4: A strong professional network, etc.).

Task 3.

Now it’s time to break these down further by adding more career goals, for example if you need to improve some of you skills in order to be better prepared for your dream job.

Task 4.

Add more context by defining why you want to achieve each specific goal and when you hope to achieve it by.

Task 5.



To help you achieve your goals, you need to define the actions you will take to help you do so. This will allow you to focus to further define and plan the actions required to complete your goals.

Make sure you keep sight of your goals. Keep checking back on your radial map to review your progress and add any updates as notes.

05

CONNECTION OF THE TOOL WITH THE SKILL

Motivation: The goal setting tool can help individuals stay motivated towards achieving their career goals.

Networking: Networking can be one of the key steps in achieving a desired job, and the goal setting template can help individuals plan and execute their networking strategy effectively.

Creativity: The template can help individuals think creatively about the steps they need to take to achieve their career goals.

Active Job Seeking: The template can guide individuals in their active job seeking efforts by setting specific and measurable goals related to job applications, interviews, and follow-ups.

Creating Opportunities: The template can help individuals create opportunities for themselves by setting goals related to developing new skills, expanding their network, and pursuing new experiences.

By using the Goal Setting tool, individuals can break down their long-term career goals into smaller, achievable steps, and track their progress towards their desired job.



06

RESOURCES NEEDED

07

REFERENCES

[Goal Setting template - Development - Ayoa](#)



TOOL NAME: Role play



TIME FRAME

60-120 minutes



MATERIALS

- Job descriptions
- Preparation materials (e.g. list of interview questions, company information)
- Audio-visual equipment (e.g. projector, screen, or whiteboard)
- pencils...



GROUP SIZE

1-3

01

OVERVIEW

Role play can be a valuable tool in the career research process, as it helps job seekers to better understand the demands of specific job roles and to gauge their own fit for those roles. By simulating a job interview, job seekers can gain a better understanding of the skills and qualities that are highly valued in the workplace and can work on developing these skills through the role play experience. Additionally, role play can help job seekers to identify any potential gaps in their knowledge or skills and to develop a plan for addressing these areas. Overall, role play can be a useful tool for job seekers looking to make informed career decisions and to improve their chances of success in the job search process.

02

DESCRIPTION OF THE TOOL

Role play is a supportive tool in career research, allowing job seekers to simulate a job interview and understand job requirements. Feedback from a coach helps identify skills and areas for improvement, leading to informed career decisions and improved job search success.

03

INSTRUCTION FOR FACILITATORS

Instructions for Facilitating a Career Researchers Role Play:



Introduction: Explain the purpose of the role play and its benefits for career researchers in finding the right job opportunity and improving their job search success.

Group formation: Divide the participants into small groups of 2-3 people. Assign each participant a role as a career researcher seeking a job opportunity in their field of research.

Scenario description: Provide each group with a job description for a relevant position in their field of research. This will serve as the scenario for the role play.

Preparation time: Allow each participant 10-15 minutes to prepare for their role play. Encourage them to research the job description, identify the required skills, and come up with questions they would like to ask during the role play.

Role play execution: Have each group conduct a mock job interview, simulating the scenario provided. Encourage participants to be as authentic as possible and to stay in character.

Feedback and reflection: After each role play, provide constructive feedback to the participants. Focus on areas for improvement, as well as strengths and skills that they demonstrated during the role play.

Conclusion: Summarize the key takeaways from the activity and encourage participants to apply what they learned to their future job search efforts.

Debrief: Take some time to discuss the experience and any questions that the participants may have.

Note: Be flexible and adjust the instructions as needed based on the specific needs and abilities of the participants. Ensure that the feedback provided is supportive and empowering, helping participants to build their confidence and improve their job search success.



04

IMPLEMENTATION: TASK AND PROCEDURES

Preparation:

- a. Review the job description for the relevant position in your field of research.
- b. Identify the skills and qualifications required for the job.
- c. Prepare questions you would like to ask during the mock job interview.

Introduction:

- a. Arrive at the location on time.
- b. Listen carefully to the instructions provided by the facilitator.
- c. Follow the rules of the role play, such as staying in character and providing constructive feedback.

Group formation:

- a. Work with your group members to conduct a mock job interview.
- b. Take on the role of a career researcher seeking a job opportunity in your field of research.

Scenario description:



- a. Use the job description provided as the scenario for the role play.
- b. Simulate a job interview with your group members, answering questions and demonstrating your skills and qualifications.

Preparation time:

- a. Use the preparation time wisely to research the job description, identify the required skills, and prepare for the role play.

Role play execution:

- a. Conduct a mock job interview, staying in character and being as authentic as possible.
- b. Ask and answer questions, demonstrating your skills and qualifications for the job.

Feedback and reflection:

- a. Listen to the feedback provided by the facilitator and your group members.
- b. Reflect on your performance and identify areas for improvement.
- c. Apply what you learned to your future job search efforts.



Note: Be open-minded, participate actively, and have fun during the role play. This is a supportive and empowering experience that will help you in your career research and job search.

05

CONNECTION OF THE TOOL WITH THE SKILL

The role play tool is closely connected with several skills that are essential for successful career research. These skills include:

Communication: A successful job interview requires clear, confident, and effective communication. During the role play, participants will have the opportunity to practice communicating their skills, qualifications, and interests in a job opportunity. Feedback from the facilitator and other group members will help identify areas for improvement in communication skills.

Adaptability: Job interviews often require the ability to think on your feet and respond to unexpected questions or situations. The role play provides a safe environment for participants to practice adapting to different scenarios and to develop the skill of being quick-witted and flexible.

Confidence: Confidence is a critical factor in job interviews and in career research. The role play provides participants with an opportunity to build their confidence and self-assurance by simulating a real-life job interview.

Active Listening: Active listening is an important skill in career research and in the job search process. During the role play, participants will practice active listening by paying attention to the questions asked, understanding the expectations of the hiring manager, and providing meaningful responses.

Networking: Networking is an important aspect of career research and job search. The role play provides participants with the opportunity to network with other career researchers and to receive feedback from a coach or facilitator.



Self-reflection: Self-reflection is a crucial part of career research and personal development. After the role play, participants will have the opportunity to reflect on their performance, identify areas for improvement, and make informed decisions about their career path.

In conclusion, the role play tool is an effective tool for supporting career research as it helps participants develop essential skills, gain valuable experience, and make informed decisions about their career path.

06

RESOURCES NEEDED

The following resources are typically needed to implement a role play as a career research tool:

A suitable location: This can be a conference room, training room, or any other location that can accommodate a group of participants and a facilitator.

Participants: The role play should include a group of career researchers who are interested in practicing their job interview skills and improving their chances of success in the job search process.

Facilitator: A facilitator is needed to lead the role play, provide instructions, offer feedback, and facilitate discussion. The facilitator should be an experienced career coach, HR professional, or someone with knowledge and expertise in the field of career research.

Job descriptions: Participants will need access to job descriptions relevant to their field of research to use as the scenario for the role play.

Preparation materials: Participants will need materials to help them prepare for the role play, such as a list of commonly asked interview questions, information about the company and the role, and a notebook to take notes during the role play.



Audio-visual equipment: Depending on the size of the group and the location, it may be necessary to have audio-visual equipment such as a projector and screen or a whiteboard to display the job description and other relevant information.

Refreshments: It is recommended to provide refreshments for participants during the break or after the role play to help create a positive atmosphere and encourage networking.

Note: The specific resources needed for a role play may vary depending on the size of the group, the location, and the objectives of the role play. It is important to plan carefully and have all necessary resources in place before the role play begins.



07

REFERENCES

["The Role of Role Play in Career Development" by Michael L. Herndon, published in the Journal of Employment Counseling. This article provides a comprehensive overview of the role play as a career development tool and its benefits.](#)

["Using Role-Play to Enhance Career Development" by J. Scott Angle, published in the Journal of Career Development. This article discusses the use of role play in career development and the benefits of using this tool to prepare for job interviews.](#)

["Career Counseling Interventions: An E-Book" by Mark L. Savickas and D. Mark Edwards. This e-book provides an overview of career counseling interventions, including role play, and how these interventions can be used to support career development.](#)

["The Complete Guide to Job Interview Preparation" by Michelle Dumas. This book provides a comprehensive guide to job interview preparation, including role play, and includes tips and techniques to help job seekers prepare for success.](#)

["Career Development and Services: A Cognitive Approach" by Michael B. Arthur and Roberta Neault. This book provides an overview of career development theories and practices, including the use of role play as a career development tool.](#)

[These references provide valuable information on the use of role play as a career research tool and its benefits for career development and job search success.](#)



Co-funded by
the European Union



4Talents

Communication and Interaction

Developed by:





01 Definition



Communication and interaction can be defined as basic life skills that people use daily in different contexts and ways.

We communicate and interact at the supermarket, at the post office, during a job interview, or when talking to one of our relatives during a family reunion. In addition to being a skill developed over time, communication can be an innate talent, especially when interacting and wanting to be heard within a group.

Let's begin from the basis: **what is communication? What is interaction? Which is the difference among the two concepts?**

Communication refers to the act of sharing information, while **interaction** refers to **acting in such a manner so as to affect the other**. Both in communication and interaction, verbal expression is only one of the elements to be considered and analysed: we must focus also on nonverbal communication in the form of body language, gestures, facial expressions, eye contact, distance to the other person and posture, as well as the tone of voice and the choice of specific words.

02 Objectives



The goal of communication and interaction that is effective and efficient is to enable people to adapt to different work contexts and use communication both to get a job (by exploiting its potential during interviews) and to work with communication itself (for example, through social media or in advertising).

This module aims to provide the theoretical and practical tools for educators, facilitators, and young adults with fewer opportunities to understand the potential of communication to enter the labour market, as well as discover whether one possesses



natural talents such as that of leadership or conflict resolution through communication and interaction in different contexts.

Learning objectives:

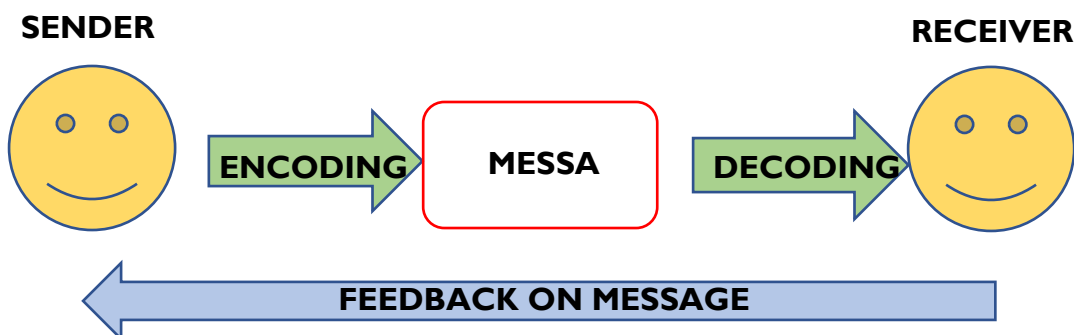
- To acknowledge communication as a talent, not only as a skill
- To reflect on the difference between communication and interaction
- To acquire the tools to understand whether you possess communication talent
- To discover other natural talents, related to the one of communication and interaction
- To reflect on the importance of communication and interaction in several contexts.

03 How does it work?



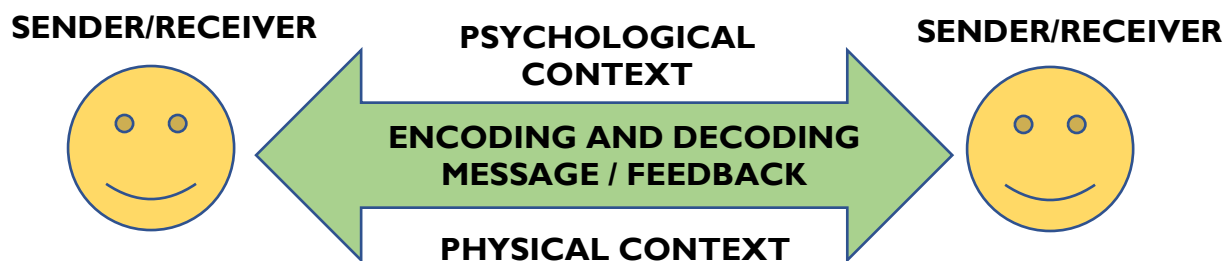
It could be useful to make a distinction between three different Models of Communication, in order to better understand the difference within communication and interaction: Transmission Model, Interaction Model and Transaction Model.

In the **Transmission Model**, the sender creates the message using verbal and nonverbal expressions, the receiver(s) decode the message and give feedback based on their understanding as well as their cultural background.



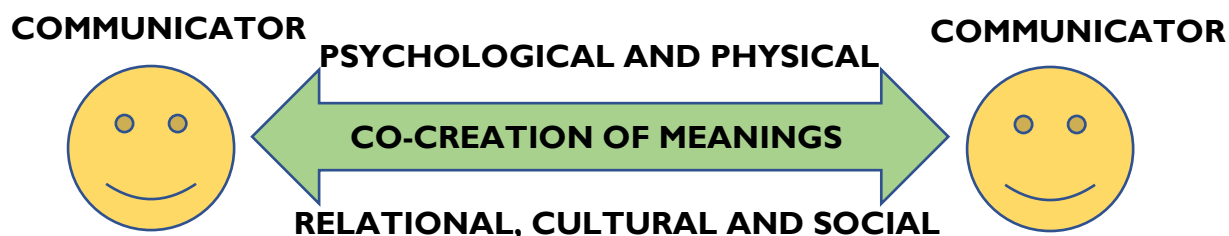
Source: trendproject.eu

According to the **Interaction Model of Communication**, communication is described as a process in which the sender, at any moment, could become the receiver and vice versa. In this model, communication becomes a two-way process focused on interaction happening in a specific **physical and psychological context**.



Source: pressbooks.library.torontomu.ca

The **Transaction Model** describes communication as a process in which communication and interactions generate new social realities. "Sender" and "Receiver" become "**Communicators**" influenced by social, psychological, physical and cultural contexts.



Source: pressbooks.library.torontomu.ca

Physical context does not refer to body language or expression, instead it is more about environmental factors during a communication encounter. If we are communicating in an environment we feel safe in, probably our communication will be more effective.

Social context alludes to social norms of reference, usually unwritten customs around which, throughout history, ways of communicating have been constructed.

Relational context indicates the relationship among people who are communicating, as well as the personal history of each participant to communication which has an influence on his or her way of communicating and interacting.

Cultural context mainly refers to identity and to all the elements that, put together, give shape to personality.

The reference to **psychological context** implies the involvement of mental and emotional factors (having been raised in a specific culture, feeling stressed or relaxed in a specific situation, being able to handle with anxiety, etc.).

The ability to turn all these elements to one's advantage in a situation of exchange with another person or with a group makes communication and interaction a talent.



04 How can I get it?

Thus described, the talent for communication and interaction would seem innate. It can be, but they can also be acquired. Of course, a very important role is played by personality: one must be willing to try, to challenge themselves out there but also to understand that there are different cultural universes of reference and what may be effective in interaction for some people, may not be effective for others even in the same context.

Immersing oneself in **multicultural contexts** that lead to interaction is definitely a great way to understand how to communicate effectively and also learn from those who can communicate effectively and efficiently, listening not only to verbal language and voice's tone but also observing body language and gestures.

Testing yourself in small, everyday situations, stepping out of your comfort zone and overcoming your fear of expressing your opinion in an unfamiliar context can be a great way to practice.

05 How to develop?

Organizing or participating in **debate sessions** is certainly a good place to start. It is not necessary to discuss complex topics: as we have already mentioned, communication and interaction are essential elements of our days, and it may happen that we have to defend an idea of ours or have to stand up for someone even during a walk with friends.



Immersing in multicultural context could be another path to take, to get these talents but also to develop them. Confronting someone with cultural norms of reference different from our own not only proves useful in developing communication abilities but also in understanding what the effects may be when communicating in different social and relational contexts.

Reading books, newspapers, listening to the news, radio or TV as well as simply listening to other people talk can teach one to see from new perspectives, to approach situations and issues from points of view other than one's own but can also teach one to argue and support in learning a broader vocabulary.

For trainers and educators, organising sessions of coaching to help recognise and develop life talents for young adults could be an interesting approach.

06 Main problem to overcome

Given all the information in the preceding paragraphs, several difficulties may arise: when addressing, perhaps even during an interview, a person with a different cultural background, it is possible that “sympathy” or “chemistry” may not be established or it may be more difficult to communicate, or in worst cases it can cause misunderstandings.

It is then possible that one may not have the opportunity to practice one's speaking skills, even in informal settings, or that one may not have access to mass media that would allow basic learning of the most effective communication and interaction styles.

Again, personality and attitude are very important; it can be more difficult to develop this talent if you cannot get out of your comfort zone. The reasons may be many, and all undoubtedly legitimate. In this case, the role of the trainer, facilitator or educator becomes very important: being able to engage those who speak less, those who have more difficulty expressing themselves, creating a non-judgmental environment can be key.

One of the main problems could be also to **recognise** communication and interaction talents, as well as other talents developed during a lifetime. Trainers and young adult could begin simply making a list and interrogating themselves/facilitating a coaching session:

- What do I appreciate about myself?
- What do others like about me?
- What skills have I acquired throughout life?



- What obstacles have I overcome?
- What achievements have I made?

07 References



VV. 2013. *Communication in the Real Worlds: An Introduction to Communication Studies*. University of Minnesota Libraries Publishing. Retrieved from:
<https://open.lib.umn.edu/communication/>

Jacobsson, E.B. 2020. TREND – Training Refugee Entrepreneurs. Project ID: 2017-1-NO01-KA204-034214. Module “Presentation & Communication: Promoting Your Business”. Retrieved from:
https://trendproject.eu/services/elearning/course/green_communication

Lapum, J., St-Amant, O., Hughes, M., Garmaise-Yee, J., (Edited by). 2020. *Introduction to Communication in Nursing*. Ryerson University, Canada. Retrieved from:
<https://pressbooks.library.torontomu.ca/communicationnursing/chapter/interaction-of-model-of-communication/>



TOOL NAME: Five Words



TIME FRAME

30-45 minutes



MATERIALS

- Paper sheets
- Whiteboard
- Pens



GROUP SIZE

The ideal number of participants is 12. It can be adapted to larger groups

01

OVERVIEW

The goals of this activity are to stimulate peer dialogue and encourage the creation of a context within which it is possible to understand one's verbal expression skills.

The activity can be adapted to different target groups, from different backgrounds, also creating heterogeneous groups (participants may have different ages or cultural backgrounds) from which a broader reflection can arise.

This tool is shaped in order to be adapted to different context: it could be played as an icebreaker, an activity *per se* or it could be adapted to a boardgame (e.g., two teams are playing, one team pick a card containing a word. Among them, they have to choose in 2 minutes 5 words that could be related to the word written in the card and explain why to the facilitator of the game or other teams).

02

DESCRIPTION OF THE TOOL

This tool relies heavily on reflection, communication, and association of concepts that often comes from the culture of origin. It can be adapted from a group of eight to a maximum of fourteen people. Involving more people is possible if more time is available.

Materials required are sheets of paper, pens and a whiteboard. Suggested time varies from 30 to 45 minutes.



During the activity, participants are asked to reflect, first alone and then as a group, on a word chosen by the facilitators, and then share their reflections on both the content of the activity and the type of communication used.

03

INSTRUCTION FOR FACILITATORS

The main aim for facilitators during this activity is to moderate the debate.

This kind of activity can be adapted to different languages, but it could be difficult to adapt it for groups who do not speak the same language, hence try to organise groups in a way they can communicate without major obstacles.

1. Facilitator(s) distribute pens and paper sheets among participants.
2. Facilitator(s) must assign the word/concept around which participants develop their reflection. Being this tool thought for discovering or fostering communication and interaction talents, it is advisable to choose a word/concept related to the aforementioned talents (i.e., conflict, interaction, communication, social media, culture).
3. Facilitator(s) ask to participants what does it mean for them the chosen word (e.g. "what does it mean for you "conflict"?). Participants must write on their sheets only five words. They will have no more than seven minutes to think about it and make their decision.
4. At this point, facilitator(s) ask participants to pair up with another person. The two participants share their words and decide two delete 5 words, in order that only five remains. They have maximum ten minutes. The game proceeds, deleting each time 5 words, until two groups remains.
5. The two groups share their words and decide for the last final words which better represent the concept chosen by facilitator(s).

Facilitator(s) must pay attention to interaction among participants and, during debriefing time, reflect also on this kind of communication and interaction, asking for instance if it was easy or not to share an idea, and why.

Moreover, during the activity, facilitator(s) will not interact with participants, they only ask them to pair up with somebody. If facilitator(s) notice there are some difficulties in pairing up, they can help during this phase suggesting couples/groups that could work well together.



04

IMPLEMENTATION: TASK AND PROCEDURES

Ask the participants to individually identify and write down five words that represents a concept (i.e., conflict, interaction, communication, social media, culture). You can adapt the concept to each specific situation: if you want to foster conflict resolution and cooperation skills, for example, you can focus on the word “conflict”.

Give them five minutes to complete the task.

After participants completed the assigned task, ask them to pair up with somebody. Pairs need to select five words out of those identified by the two participants. Have them privately discuss and motivate why they chose some words and concepts instead of others.

Ask the pairs to join another pair. The four participants’ groups need to select five words out of those identified by the two pairs, providing motivation.

Repeat with eight participants’ groups, or more until you have two groups. Finally, write down on the board the final five words per each group. Have everybody discuss together and decide on which five words to keep as final decision, providing motivation.

05

CONNECTION OF THE TOOL WITH THE SKILL

Through this activity, participants will be able to understand, with the help of the facilitators, how effective communication can be in a context where simple decisions need to be made but in a very short time, and whether each of them is actually gifted with the talent of communication and interaction, reflecting on how effective communication helps both in the workplace and in the job search. At the end of the activity, facilitators will also be able to make suggestions on how to use nonverbal language in these contexts and stimulate reflection on how this can influence verbal communication.



06

RESOURCES NEEDED

One of the most important resources for this activity is time for debriefing: the activity *per se* will take no more than 15-20, but moments of discussion during and after this exercise will require some time and willingness to dialogue.

Here are some questions suggested for debriefing (you can add as many questions as you like, but try to conduct the debriefing more as a discussion among peers).

Discuss on difficulties and emotions during the selection of words.

How well did you think the group worked together and interact?

How do you perceive interaction among participants? How it was for you to interact and share your ideas?

What kind of roles were there in the group? Who took the role of the leader?

What do you think you've learned from this activity which can be applied in your everyday life?

07

REFERENCES

The activity was developed in the frame of the European project GREEN SPACES FOR SOCIAL INCLUSION (ref. n. 2019-2-IT03-KA105-016496)

<https://www.prismonline.eu/gessi/>



TOOL NAME: *Ipse Dixit*



TIME FRAME

30 minutes



MATERIALS

- Story dices (or Dixit cards)



GROUP SIZE

8 to 10

01

OVERVIEW

This activity is very easy to conduct and can be adapted to many groups, from children to adults. What this activity will stimulate, simply by using the storytelling technique, is problem solving and using a purposeful approach through communication and interaction.

The activity can be adapted to different situations and needs: It can be an icebreaker, an activity *per se*, it can be inserted in a flow of activities or it could be adapted to a boardgame (it can be inserted as a test to be passed: one participant must roll four story dices and create a story with the pictures that came up).

02

DESCRIPTION OF THE TOOL

This tool relies heavily on interaction, active listening but also creative problem solving. It can be adapted from a group of eight to a maximum of ten people. Involving more people is possible if more time is available.

Materials required are story dices (i.e., dices with pictures on each face) or cards from the board game “Dixit”.

Participants are asked to roll a story dice or pick a card from a deck, then to begin telling a story according to the image they see on the dice/card. The participant who



comes after must roll again the dice or pick a card continuing the story according to the image they see. More rounds can be completed in order not to stop the development of the story and see how participants change their way to interact, as well as to break the ice.

One variation to propose could be to roll the dice or pick a card and use the image to introduce oneself in a creative and original way.

03

INSTRUCTION FOR FACILITATORS

This kind of activity can be adapted to different languages, but it could be difficult to adapt it for groups who do not speak the same language, hence try to organise groups in a way they can communicate without major obstacles.

Mostly, facilitator(s) must observe how the story develops and could give hints if they see there are some difficulties in letting the story proceed.

If difficulties are encountered, facilitator(s) must stimulate during debriefing time a reflection on this aspect, underlying that the purpose of the activity is to proceed with the story trying to stimulate interaction with other participants as well as creative problem-solving skills.

04

IMPLEMENTATION: TASK AND PROCEDURES

In a group of 8-10, put in the middle 3 or 4 dices/a deck of cards with different images. Pick one participant to be the first and ask them to pick one dice and roll it/pick a card. According to the image, they begin to tell a story (no more than 3 or 4 sentences), then the participant next to them pick another dice to roll/a card and continues the story.

There are no limits nor restrictions, it could be a realistic, fictional, thriller or horror story (this must be stated at the beginning of the game)

The game proceeds until, at least, two rounds are completed. The last participant is asked to end the story.



05

CONNECTION OF THE TOOL WITH THE SKILL

The moment we roll the dice there are many skills that are activated and go into development. First, we have to solve a problem. We have a sequence of symbols and we have to put them together, compose them, to construct a narrative that makes logical sense.

Another skill stimulated by the game is storytelling, which is the ability to tell and talk about oneself through a story. Storytelling helps build an identity through storytelling; the symbols on the dice are transformed into storytelling, enhancing images, building metaphors and making people feel the power of emotions. Obviously, communication is the skill that is most called upon in the process of using dice. Communicating effectively using symbols that have appeared as a result of rolling the dice is the most complex part of this game. Creativity and imagination are at the service of communication in a mix that builds imaginative and in some cases funny or even hilarious connections.

Through the use of dice, one can learn to present new situations, present oneself, or change the course of the story begun in a creative way if the dice do not allow one to continue following a logical thread

06

RESOURCES NEEDED

Questions suggested for debriefing (you can add as many questions as you like, but try to conduct the debriefing more as a discussion among peers).

Discuss on difficulties and emotions that came up during the activity.

How well did you think the group worked together and interact?

How do you perceive interaction among participants? How it was for you to interact with the story the participant before you invented?

Did you act as a “leader” changing the whole story or did you try to follow the flow?

What do you think you've learned from this activity which can be applied in your everyday life?



07

REFERENCES

Rory's Story Cubes website. 2022. *Rory's Story Cubes Gameplay – Just Roll with it!* Retrieved from: <https://www.storycubes.com/en/>

Train de vie factory. (2020). *Gli "Story cubes" in formazione, come e quando usarli.* Retrieved from: <https://www.traindeviefactory.com/gli-story-cubes-in-formazione-come-e-quando-usarli/>



Co-funded by
the European Union



4Talents

New emerging jobs

Developed by:





01 Definition



New emerging jobs. We can safely say that the world is changing. Or, rather, it has always been changing, and we do not need to rely on statistics to be certain. When we talk to a relative, a friend or someone older than us, belonging to a different generation, we immediately realise how certain aspects of life, certain ideas and certain habits have radically changed.

The COVID19 pandemic has put us in a corner, making us realise that change can come when we least expect it and quickly and suddenly we are required to adapt. This should not make us think that we do not have a choice, or rather: all we can do is adapt to change, but we can choose how to do so.

In this sense, our talents can come to our aid: the world of work is changing as much as everything else, sometimes we realise that years of study and preparation are not enough to cope with a situation because intuition or a natural inclination can really make the difference.

Sometimes, however, we think that we do not fit into contemporary times or that we cannot find our place in the world because we do not know how to think outside the box, being accustomed to looking for a job rather than creating one, and thinking that the labour market is and will always be the same.

02 Objectives



In this module we will learn to look beyond our boundaries and embrace change.

The aim of this module is to find out how the reality of the labour market is changing. Work as we have always known it is adapting to modern times: old jobs are being



transformed and new jobs such as the memory designer (*Nostalgist*) and the robot recruiter (*Robot Counsellor*) are being created.

In addition, we will try to provide the tools to understand how “older” and “newer” talents can be adapted to our contemporary world that is more attentive to certain issues such as environmental protection and digitalisation, as well as to creativity and the well-being of individuals.

One of the aims of this chapter is also to understand how technology is not an obstacle to the inclusion of people and human capital in the labour market. Unfortunately, technology is going to replace human labour, due – among other reasons – to lower costs: this does not mean that it cannot be our ally. Just think of the fact that, up to twenty years ago, the job of content creator did not exist, and today without technology it would not exist!

03 How does it work?



Curiosity is at the heart of this module. Curiosity to discover one's talents, as well as to discover and invent new jobs.

The world we live in today is no longer that of our grandparents or parents: there are professions that no longer exist, such as the milkman who was responsible for distributing fresh milk from house to house, the switchboard operator who managed and sorted long-distance calls, or the boys who were responsible for repositioning the pins on the bowling alleys, which have clearly been replaced by mechanical equipment.

The first step must be to question oneself: what can I do? What do I want to do? What can I do with the means at my disposal? Sometimes, we have many more resources than we think, but we simply do not know how to use them to their full potential or exploit them creatively.

After asking ourselves what we can do and what we want to do, how we want to fit into the labour market, we have to exploit the potential of the internet. Every day, thousands of job offers are published: we must learn to search and, above all, to offer our skills and talents.



Am I particularly patient? I can get paid to stand in line for someone, as Japanese Shoji Morimoto¹ teaches us. Am I very environmentally aware? With the right knowledge, I can become a waste manager who helps industries dispose of waste correctly and recycle it creatively. Am I a particularly tidy and detail-oriented person? I can be paid to sort clothes in wardrobes or pack clothes on long trips.

There is a world of possibilities and endless examples.

04 How can I get it?

How can I learn to recognise my talents and put them to use so that they become a job? It is not simple, but it is very important how you approach the question.

Questioning ourselves and learning to see the world from a new point of view can help us break out of the patterns we have been taught. If we do not yet know what to do in ours, it may be because the job has not yet been invented for us!

Very often, when looking for a job, it is not our talents that are important but what we have learnt at school or university. In the context of new emerging jobs, talents become prominent because they open up countless possibilities.

Good communication skills and empathy can allow us to become 'walkers' or 'talkers', i.e. people who keep the elderly or lonely company; if we are particularly methodical and tidy, we can manage passwords and accounts of particularly careless or untidy people.

The important thing is to put ourselves out there and ask questions, to step out of our comfort zone and realise that the world of work, as it is structured, may not be functional for everyone, and that is not something to be ashamed of.

¹ <https://digismak.com/shoji-morimoto-the-japanese-physicist-who-is-rented-to-do-nothing/>



05 How to develop?

Organising discussion groups or meetings with those who have gone through such experiences can be very interesting and, certainly, a good starting point.

Organising discussion groups or meetings with those who have gone through such experiences can be very interesting and, certainly, a good starting point. Hearing testimonies that help us get involved, sharing success stories, is good. Sometimes we think a lot of inventiveness and imagination is needed, in reality it is only necessary to be aware of one's own talents and get help from internet research.

Keep yourself constantly informed: use social networks such as LinkedIn, read newspapers and search for news on the Internet. Often, it is precisely these more curious news items that stand out on the front pages.

For trainers and educators, organising sessions of coaching to help recognise and develop life talents and how they can match today's labour market for young adults could be an interesting approach.

To get more inspiration, visit the link: <https://hotmart.com/en/blog/jobs-of-the-future>

06 Main problem to overcome

It can be very difficult to question one's talents, as well as to have the creativity to find a new job that fits you, or to realise that, based on your talents, you are an ideal candidate for a job offer, despite not having all the formal requirements.

Moreover, the labour market moves fast, but can sometimes suffer setbacks and change slowly, putting 'traditional' sectors and even more so innovative ones to which little attention is paid in crisis.



In more complex cases, recognising that one has a talent but not being able to put it to use can lead people to question themselves and wonder if they will ever find a place in the world, undermining their self-esteem.

However, there are several ways to overcome these difficulties: asking for support from job centres, doing research on the Internet, as well as relying on consultants who may have more experience in this area. Moreover, one must have the courage to dare and get involved: until a few years ago, no one would have thought that content creators and influencers could influence our purchases and taste in music or movies through a telephone!

07 References



Canadian Scholarship Plans, 2022, CST Savings Inc. <https://www.cstsavings.ca/blog/>

Centro studi AdEPP <https://www.adepp.info/2016/01/professioni-del-futuro-nel-2030-farai-carriera-cosi/>



TOOL NAME: Guess the job



TIME FRAME

20 minutes



MATERIALS

- Pens
- Paper sheets



GROUP SIZE

The ideal number of participants is 8-10. Number must be even, since it is required to play in couples.
It can be adapted to larger groups.

01

OVERVIEW

The goals of this activity are to stimulate peer dialogue and encourage the creation of a context within which it is possible to understand one's verbal expression skills.

The activity can be adapted to different target groups, from different backgrounds, also creating heterogeneous groups (participants may have different ages or cultural backgrounds) from which a broader reflection can arise.

This tool is shaped in order to be adapted to different context: it could be played as an icebreaker, an activity *per se* or it could be adapted to a boardgame with two or more people playing.

02

DESCRIPTION OF THE TOOL

This tool relies heavily on self-reflection, communication, and creativity. The ideal number of participants varies from eight to ten. Involving more people is possible if more time is available. The number of participants must be even since the game will develop in couples.

Materials required are pens and paper sheets. Suggested time varies from 30 to 45 minutes.

During the activity, participants are asked to reflect mainly on their personalities and their talents as well as on a new creative approach to the labour market.

03

INSTRUCTION FOR FACILITATORS



The main aim for facilitators during this activity is to allow a smooth development of the game.

This kind of activity can be adapted to different languages, but it could be difficult to adapt it for groups who do not speak the same language, hence try to organise groups in a way they can communicate without major obstacles.

Facilitator(s) divide participants in couples and distribute pens and paper sheets. Then, they give instruction about the game: according to their turn, each person of the couple states two talents he/she believes he/she possesses; according to these talents, the other participant must invent as many jobs as he/she can (that could be likely to exist) or suggest already existing jobs that fit the two talents given.

Moreover, during the activity, facilitator(s) will not interact with participants, they only ask them to pair up with somebody. If facilitator(s) notice there are some difficulties in pairing up, they can help during this phase suggesting couples that could work well together.

04

IMPLEMENTATION: TASK AND PROCEDURES

Participants are divided in couples. It is recommendable to pair up people who do not know each other, since they will not be influenced by the opinion they have of other participants.

Paper sheets, pens and an hourglass (or anything else to be aware of time passing by) will be given to each couple.

The first participant provides two talents he/she believes to possess, while the other participant has one minute straight (of course, more time can be given) to think about a list of possible jobs (existing or invented) that would fit those talents.

When the minute is gone by, the roles are reversed.

05

CONNECTION OF THE TOOL WITH THE SKILL

Through this activity, participants will be able to understand, with the help of the facilitators, how the contemporary labour market increasingly requires the deployment of talents rather than skills.

In many cases, one is inclined to think that skills come before talent. In reality, one or more skills can be acquired and honed, the same can hardly be said of a talent that is by definition innate.



Furthermore, the activity leads one to reflect on what talents one possesses, working on self-awareness, but also on what possible jobs might exist in the future (or already exist) and how one's own intrinsic characteristics can be a good starting point to enter the labour market.

Finally, having to invent jobs that are plausible stimulates creativity and provides insights and ideas for becoming one's own entrepreneur.

06

RESOURCES NEEDED

One of the most important resources for this activity is time for debriefing: the activity *per se* will take no more than 10 minutes, but moments of discussion during and after this exercise could require some time and willingness to dialogue.

Here are some questions suggested for debriefing (you can add as many questions as you like, but try to conduct the debriefing more as a discussion among peers).

Talk about the main issues in identifying your own talents.

Talk about the main issues in inventing jobs that are likely to exist.

Talk about the main issues in finding a job that could match a specific talent.

What do you think you've learned from this activity which can be applied in your everyday life?

07

REFERENCES

100 Jobs of the Future. 2019. A project by Ford Australia, Deakin University and Griffith University. <https://100jobsofthefuture.com/report/>



TOOL NAME: Talent-hunter



TIME FRAME

30 minutes



MATERIALS

- Cards with a list of jobs
- White papers
- Pencils or pens



GROUP SIZE

8 to 10

01

OVERVIEW

This activity is very easy to conduct and can be adapted to many groups, from children to adults.

The aim of the game is to stimulate creativity and creative problem solving, the same talents that will make it easier to adapt to an ever-changing labour market.

Furthermore, one of the goals is to reflect on one's own talents as well as how the world of work can adapt to people, and vice versa.

02

DESCRIPTION OF THE TOOL

This tool relies heavily on self-reflection but also creative problem solving. It can be adapted from a group of eight to a maximum of ten people. Involving more people is possible if more time is available.

The dynamics of the game are very simple: a card is drawn on which a non-traditional profession is indicated and the player has to identify three talents related to it. It is a game that can stimulate reflection on the labour market, but also on oneself. It can also help players recognise themselves in the talents indicated by others and be inspired to create a career or look for a specific job.



03

INSTRUCTION FOR FACILITATORS

This kind of activity can be adapted to different languages, but it could be difficult to adapt it for groups who do not speak the same language, hence try to organise groups in a way they can communicate without major obstacles.

The facilitator in this activity should stimulate reflection and allow participants to focus on the talents that are potentially required to perform a task.

To clarify the dynamics of the game, before it begins, he/she can briefly explain what a talent is and how it differs from an acquired skill. He/she can also give an overview of the changing labour market and the importance of creativity in creating new professions.

At the end of the game, the facilitator can lead a moment of reflection, bringing out the most engaging or complex moments of the game.

04

IMPLEMENTATION: TASK AND PROCEDURES

The course of the game is very simple: as the only preparation you need to print out cards stating names of professions that are emerging or could potentially exist in a few years. You can find a list at the following links:

- <https://hotmart.com/en/blog/jobs-of-the-future>
- <https://100jobsofthefuture.com/browse/>

At this point, the first player (who proposed him/herself or chosen by the facilitator) draws a card and to the profession indicated on the card must associate three related talents (example: Talker, who is hired to chat and keep old people company. Possible talents to associate: inclination to listen, empathy, ability to entertain).

Each player has 30 seconds to identify the three associated talents; if he or she fails, they draw another card. Once they have guessed, the next player draws a card and so on.

The game could be considered complete after one round. If the group is too small, two rounds may be played.

The list of jobs can be found on the internet or facilitators can make up new professions, if they consider them to be plausible. Concerning the talents associated, there is not a set of correct answers: facilitators and other players must decide if the answers provided are satisfying and related to the profession written on the card.



05

CONNECTION OF THE TOOL WITH THE SKILL

In this module, we are not talking about an actual skill, but rather about how work is changing and how important it is not to get stuck in traditional work patterns, but rather to recognise one's talents and search for a job that fits them, or invent one.

This tool allows users to delve deeper into the idea of talent, to recognise it in themselves and in others, as well as to learn about new jobs that will allow them to realise how boundless the possibilities of the labour market are.

06

RESOURCES NEEDED

CARDS:

Back:



Front:

NOSTALGIST
A professional who builds immersive scenic environments in which people can relive feelings of the past.

Other possible definitions (others may be added):

ROBOT COUNSELLOR: Who will select domestic robots according to the applicants' needs.

WASTE MANAGER: Someone who creates new projects and solutions to find better ways to deal with all that discarded material.

WALKER/TALKER: self-employed professionals hired to spend time with elderly customers through an online platform, which allows them to listen and talk to them.

QUEUERS: People hired to do queues and chores in your place.



COMMUNITY MANAGER: This professional is responsible for dealing with customers and communities around a company, collecting opinions in order to improve the business and the position of the company with these people.

COMPANY CULTURE AMBASSADOR: Those who not only acquire talent but make them feel they belong, entertaining them with fun activities and benefits other than monetary ones.

SEMPPLICITY EXPERT: Those who deal with the essence of a process, streamline working methods creatively and reduce execution time, leaving the time freed up for more value-added activities.

FITNESS COMMITMENT COUNSELLOR: Who is in charge of accompanying us on a weight loss journey, motivating us and providing the right inputs.

HUMAN-MACHIN TEAMING MANAGER: Professionals who will operate at the intersection of people and robots in the workplace and create seamless collaborations.

DEBRIEFING:

Questions suggested for debriefing (you can add as many questions as you like, but try to conduct the debriefing more as a discussion among peers).

Discuss on difficulties and emotions that came up during the activity.

It was easy for you to find three talents to match a specific job?

Is it difficult for you to think to the labour market in an “innovative” way/as something that is constantly changing?

What do you think you've learned from this activity which can be applied in your everyday life?

07

REFERENCES

100 Jobs of the Future. 2019. A project by Ford Australia, Deakin University and Griffith University. <https://100jobsofthefuture.com/report/>

Brown, R., 2021. Top 10 jobs of the future – For 2030 and beyond. World Economic Forum. <https://www.weforum.org/agenda/2021/05/jobs-of-the-future-year-2030/>



Co-funded by
the European Union



4Talents

Identifying Unconscious Bias

Developed by:





01

Definition



Identifying unconscious bias. Biases are the result of a way any brain works to process quickly a huge amount of information. Humans very often are not aware of these processes. This is why biases are often unconscious. The results of these quick brain processes maybe noticed as prejudices or stereotypes.

02

Objectives



- Understand what unconscious bias is
- Develop strategies against unconscious bias
- Understand the challenges of unconscious bias

03

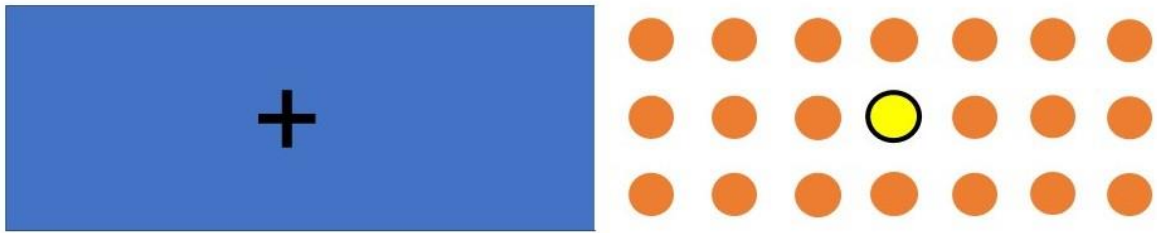
How does it work?



Do you want to know how unconscious bias works? Please follow these instructions

1. Cover your left eye and look at the plus sign in the blue field with your right eye.
2. When you hit your blind spot you will notice that the yellow dot in the right field will be replaced by an orange one.

You might need to get closer to the plus sign or move your head more to the left or the right, so to position yourself quite in front of the plus sign.



What happened? Put simply, there is a place in our eye where there are no light receiving sensors. This is where the „blind spot“ is. As the brain receives no information for this place, it completes the missing parts of the visual picture with the information it gets from the surrounding area.

What does this example have to do with unconscious bias?

The brain's habit to fill in quickly and unconsciously the missing parts of visual information can be paralleled to the mental shortcuts that happen in unconscious bias situations.



04 How can I get it?



The mental shortcuts we call „bias“ is a normal working mode of the brain. They are a sort of survival strategy of the brain. In our complex world we have to judge quickly, filter an overload of information and fill information gaps. Would our brain consciously be involved in all these processes; it would cost us too much energy and time. We probably wouldn't have a chance to survive.

However, there is a risk in this quick mode of the brain. Just think of this:

- You see a person walking on the street and you quickly decide you don't like him or her. Is that fair treatment? A quick judgement might be based on a gut feeling and not on rational thought.
- You are quickly scrolling through a post on social media to get some news on a topic. Are you sure you can rely on the correctness of information? When filtering an overload of information we might filter only what we are ready to know.
- Your friend tells you only bits and pieces of a love story. Can you stop yourself from trying to get the full picture in your mind? When in need of information we might fill in the gaps with assumptions and not facts.



05

How to develop?



When you want to develop awareness about unconscious bias, you have to be patient with yourself and with others.

Ask yourself questions and question others, for example:

- Why do I like this person? Are we maybe similar in looks, character, interests?
- What comes to my mind when somebody I know gets a job interview, a job offer or good school marks? Do you think “It’s because he or she has the right looks?”

Reflecting on topics like the above might help you to know better your thoughts. You may also try to imagine how a person feels when he or she gets only few job interviews because the surname is foreign or the skin colour is not like the one of the majority in the country. Trying to feel like somebody else might help to become more aware of unconscious bias.

06

Main problem to overcome



How can you get a grasp on something you aren’t even aware of? There is no real answer to that.

Sometimes people find it hard to talk about bias, because they blame themselves when they notice their own biases. So, accepting that bias is a natural working mode of the brain might help to reduce the blaming attitude.

Of course, acceptance doesn’t mean justifying biased attitudes. But it can help to open up to the topic and to start talking about it.



07 References



- Czilharz, J. (2010). *Stereotypaktivierung – Schubladendenken ohne Kontrolle?* [online] Anti-bias. Available at: <https://www.anti-bias.eu/> (Accessed 7 February 2022).
- Nalty, K. (2016). „Strategies for Confronting Unconscious Bias”. *The Colorado Lawyer*, vol. 45, no. 5, p. 45-52.
- Shaules, J. (2015). *The intercultural mind. Connecting Culture, Cognition and Global Living*. Boston/London: The Intercultural Press.



TOOL NAME: GAME OF PROFESSIONS



TIME FRAME

5-15 minutes



MATERIALS

The game itself consists of a game manual with instructions, 12 cards, and a handout that provides clarification after the game
No further material is needed.



GROUP SIZE

1-4

01

OVERVIEW

The University of California San Francisco defines unconscious bias in the following way:

Bias is a prejudice in favour of or against one thing, person, or group compared with another usually in a way that's considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences. Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's

In general, unconscious bias is present in the very inner core of one's personality, and the key action is not to fight it, but to recognise its presence and to enhance our ability to take decisions and actions that are not influenced by hidden preconceptions and attitudes.

This game aims at making one's own unconscious biases visible and, therefore, lays the foundation for successfully identifying these preconceptions and attitudes in our daily lives.

The game does not require any special preparation and is therefore easy to carry out.

02

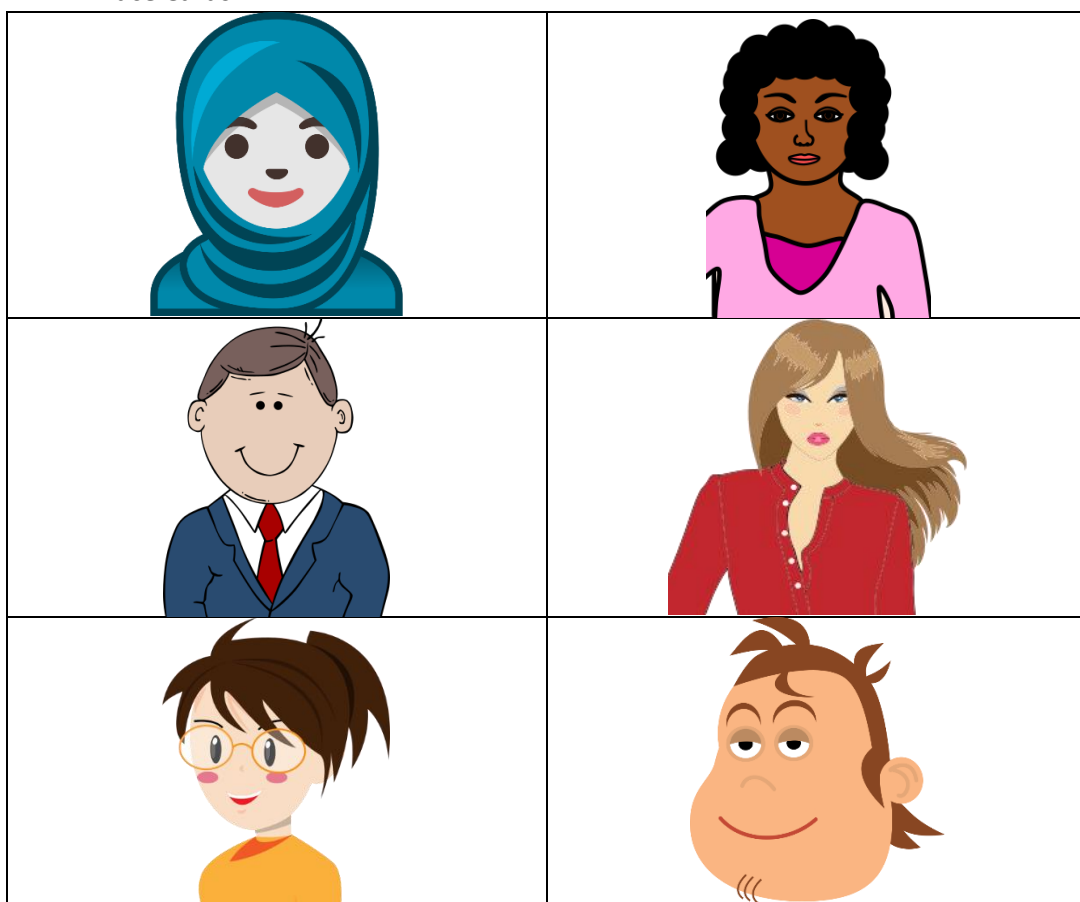
DESCRIPTION OF THE TOOL

- ❖ A game manual with short and comprehensive instructions is part of this tool.
- ❖ The actual game itself consists of altogether 12 cards. Out of these 12 cards, six cards show cartoon-like faces and persons, and the other six cards are imprinted with a job title. Throughout the game, the players must match each face/person card with the job card they think fits best.
- ❖ It is recommended to play the game in smaller groups of two to four players since topic-related discussion and loud thoughts while playing are encouraged. However, it is also possible to play the game on one's own if preferred.
- ❖ Additionally, the tool offers a short handout that provides further explanations. Attention: This handout may be looked at only after the game!

Design of the game / cards:

All graphics taken from <https://openclipart.org/> (The international project provides clipart's under a public domain license as image files (in PNG file format) for download in adjustable resolution).

I. Face Cards





II. Job Cards

Banker	Hair Stylist
Cleaning Staff	Teacher
Electrician	Nursing staff

III. Handout for Clarification

As you are reading this handout, you have already finished the game. For sure, there were some face cards that were easier to connect with a job title than others. In your group, you have now assigned each face to a job that, in your opinion, fits the corresponding person best. You might have agreed that the well-dressed man in the suit must be the banker, whereas the lady with glasses must be the teacher. Since you were asked to discuss your decisions with your team members and actively justify your thoughts, you have surely come up with a great explanation for your assignment.

? But: What if the man in the suit was an electrician and the *Hijabi* woman was the banker? Would this fit your preconceived notion and unconscious beliefs about various social groups and identities?

! The way you matched each person with a job card might have very well been influenced by **Unconscious Bias**. Bias is our perception of the way things are or should be, even if it's not accurate. When applied to people, this belief is called prejudice, which means judging someone without knowing their background.

💡 Here are three things to take away from this game:

- ✓ **Never judge a book by its cover:** If we judge people based on their looks or other physical features, we are not treating them in a fair way.
- ✓ **Always question your thoughts and decisions:** Sometimes taking a step back and reflecting on a situation can help clarify things.
- ✓ **Seek advice from friends and family:** Sometimes talking things through with your loved ones can help us become more aware of our biases.



03

INSTRUCTION FOR FACILITATORS

Facilitators first need to hand out the tool to the players to start the game. Since a game manual with short instructions is part of this tool, players are expected to follow the instructions on their own and start the game. In case of questions, facilitators are allowed to support the players and answer questions. However, it is highly recommended that the facilitators stay out of the game and let the young adults figure it out on their own. Throughout the gaming process, facilitators may only intervene if absolutely necessary, for example, if the group members do not engage with one another or if the players are stuck and do not know how to proceed. In total, the game is expected to be a collaborative game that needs discussion and teamwork. Therefore, facilitators should encourage the players to really engage with the tool. Most importantly, facilitators must pay attention that the handout that provides clarification is only looked at **after** the game.

04

IMPLEMENTATION: TASK AND PROCEDURES

Here is a step-by-step description of how the tool needs to be implemented:

- (1) Facilitators need to hand out the box/bag with the gaming cards and the game manual.
- (2) Players need to read the manual and understand the instructions.
- (3) Instructions are as follows:
 - ❖ The actual game itself consists of altogether 12 cards. Out of these 12 cards, six cards show cartoon-like faces and persons, and the other cards are imprinted with a job title. Throughout the game, please match each face/person card with the job card you think fits best.
 - ❖ It is recommended to play the game in smaller groups of two to four players. You are encouraged to think loudly and discuss your thoughts with the other group members! However, if you prefer playing on your own, you are welcome to do so.
 - ❖ Before you start gaming, please make sure to set a timer to 15 minutes maximum.
 - ❖ Additionally, there is a handout that provides clarification. Attention: This handout may be looked at only after the game!



- (4) Game starts and is finished after 15 minutes maximum. Players are highly encouraged throughout the game to discuss their thoughts and opinions.
- (5) Once the game is finished, players need to read the handout that will provide further explanations and clarification regarding unconscious bias and how far the game is useful to train their awareness.

05

CONNECTION OF THE TOOL WITH THE SKILL

This game aims at making one's own unconscious biases visible and, therefore, lays the foundation for successfully identifying these preconceptions and attitudes in our daily lives. By matching cartoon faces with job titles, the players actively apply their (unconscious) biases, preconceptions, and stereotypes. After finishing the game and reading the handout with clarifications, the players will be made aware of these stereotypical beliefs. This lays the foundation for mindful thinking. The game will ultimately enable the players, in this case, young adults, to question their own preconceived opinions, which are often rooted in unconscious bias.

06

RESOURCES NEEDED

The game itself consists of a game manual with instructions, 12 cards, and a handout that provides clarification and further explanations after the game.

No further material is needed.

07

REFERENCES

University of California San Francisco: Office of Diversity and Outreach. *Unconscious Bias Training*. n.d., <https://diversity.ucsf.edu/programs-resources/training/unconscious-bias-training>. Accessed 10/18/2022.

Wilson, David and Sasha Blakeley. "Bias Lesson for Kids: Definition & Examples." *Study.com*, 05/18/2021, study.com/academy/lesson/bias-lesson-for-kids-definition-examples.html. Accessed 10/18/2022.

For Graphics: <https://openclipart.org/>



TOOL NAME: Unconscious Bias Quiz



TIME FRAME

10-15 minutes



MATERIALS

The game itself consists of a game manual with instructions and six cards (each imprinted on both sides). No further material is needed.



GROUP SIZE

1-4

01

OVERVIEW

The University of California San Francisco defines unconscious bias in the following way:

Bias is a prejudice in favour of or against one thing, person, or group compared with another usually in a way that's considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences. Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's

In general, unconscious bias is present in the very inner core of one's personality, and the key action is not to fight it, but to recognise its presence and to enhance our ability to take decisions and actions that are not influenced by hidden preconceptions and attitudes.

This game aims at making one's own unconscious biases visible and, therefore, lays the foundation for successfully identifying these preconceptions and attitudes in our daily lives.

The game does not require any special preparation and is therefore easy to carry out.



02

DESCRIPTION OF THE TOOL

- ❖ A game manual with short and comprehensive instructions is part of this tool.
- ❖ The actual game itself consists of altogether six cards that are imprinted on both sides (front and back). On the front side of each card, players can find a question and two to three possible answers to it. On the back side of each card, players can find a corresponding explanation that provides the correct answer to the question.
- ❖ It is recommended to play the game in smaller groups of two to four players since topic-related discussion and loud thoughts while playing are encouraged. However, it is also possible to play the game on one's own.

Design of the cards:

CARD NO	FRONT	BACK
1	Researchers have found that the best-looking people make, on average, during their lifetime, a lot more money than less attractive people. Is this statement: a) True? b) False?	This statement is true. Good-looking people make more money, on average than less attractive individuals. The economist Daniel Hamermesh, in the book <i>Beauty Pays: Why Attractive People Are More Successful</i>, claims that beautiful people make, on average, during their lifetime, \$250,000 more than less attractive people.
2	What percentage of hiring managers in the UK admit to a negative attitude towards individuals with certain (regional or foreign) accents? a) 80% b) 5% c) 30%	Answer a) is correct. A British law firm ran a survey in which 80% of UK managers admitted discriminating against people based on regional accents. Listening to someone speaking with a foreign accent makes human brains work harder, which can lead to unintentional discrimination against people communicating in languages other than their own, new research suggests.
3	In America, only 14.5% of men are estimated to have this attribute. However, almost 60% of CEOs in Fortune 500 companies have it. What is it? a) A college degree b) A standing height of over 1.80 meters	Answer b) is correct. Studies tell us that people have a more positive reaction to people who are tall. This is one type of unconscious bias linked to one's physical appearance that may lead to wrong impressions and conclusions.



	c) IQ above 130	
4	A group of researchers in America sent two fictional job applications to 127 professors for a position of laboratory manager. Both candidates were 22 years of age, had the same grades and the same references. The only difference was that one was called 'John' and the other one 'Jennifer'. Can you guess what happened? a) 'Jennifer' was more likely to be hired than 'John', with a higher starting salary. b) Both 'John' and 'Jennifer' were as likely to be hired and with the same starting salary. c) 'John' was more likely to be hired than 'Jennifer', with a higher starting salary.	Answer c) is correct. According to a 2012 Yale University study, male applicants were more likely to be hired and with a higher salary than female applicants. This is despite having otherwise identical characteristics. This is partly rooted in <i>Gender Bias</i>. Gender Bias refers to a person receiving different treatment based on the person's real or perceived gender identity, which can lead to severe inequality between men and women, especially in the business world.
5	Dark-skinned candidates are often less likely to get the jobs they applied for than lighter-skinned applicants. Is this statement a) True? b) False?	This statement is true. A University of Georgia study shows that dark-skinned African-Americans face a distinct disadvantage when applying for jobs, as compared to lighter-skinned applicants. This is rooted in <i>colourism</i>. Colourism can be described as "discrimination against individuals with a dark skin tone, typically among people of the same ethnic or racial group." It is one type of unconscious bias.
6	A father and son were involved in a car accident in which the father was killed and the son was seriously injured. The father died at the scene of the accident. The son was taken by ambulance to a hospital and was taken into the emergency room. A surgeon arrived and after seeing the patient cried out 'Oh my God, it's my son!' How can you explain this situation? a) The man in the car has a child, but the child in the car is not his own. b) Father and son were involved in two different car accidents. c) The surgeon is the mother of the child.	Answer c) is correct. The surgeon in the story is female and the boy's mother. When given this riddle, the majority of people tend to ignore the probability of the surgeon being female. This is due to Gender Bias and existing gender stereotypes. These stereotypes lead to society allotting competence rather to men than to women.



03

INSTRUCTION FOR FACILITATORS

To start the game, facilitators first need to hand out the tool to the players. Since a game manual with short instructions is part of this tool, players are expected to follow the instructions on their own and start the game. In case of questions, facilitators are allowed to support the players and answer questions. However, it is highly recommended that the facilitators stay out of the game and let the young adults figure it out on their own. Throughout the gaming process, facilitators may only intervene if absolutely necessary, for example, if the group members do not engage with one another. In total, the quiz is expected to be a collaborative game that needs discussion and teamwork. Therefore, facilitators should encourage the players to really engage with the tool. Most importantly, facilitators must pay attention that the back side of the cards is only looked at after agreeing on an answer to each question.

04

IMPLEMENTATION: TASK AND PROCEDURES

Here is a step-by-step description of how the tool needs to be implemented:

- (6) Facilitators need to hand out the box with the gaming cards.
- (7) Players need to read the manual and understand the instructions.
- (8) Instructions are as follows:
 - ❖ The actual game itself consists of altogether six cards. These six cards are imprinted on both the front and the back. On the front side of each card, players can read six different scenarios that all contain a question with two to three possible answers at the end. Only after collaboratively agreeing on the right answer, players are allowed to turn the card and read the back side. There they will find the right solution and a short explanation or further information meant for clarification.
 - ❖ It is recommended to play the game in smaller groups of two to four players. You are allowed to think loudly and discuss your thoughts with the other group members! If you prefer playing on your own, however, you are welcome to do so.
 - ❖ Before you start gaming, please make sure to set a timer to 15 minutes maximum.
- (9) Game starts and is finished after 15 minutes maximum. Throughout the game, players are highly encouraged to discuss their thoughts and their opinions.



05

CONNECTION OF THE TOOL WITH THE SKILL

This quiz aims at highlighting the effects of unconscious biases in daily life and especially in the professional sphere. By answering different scenarios and bias-related questions, players can identify their own preconceptions and stereotypes. Since the cards also offer explanations and further definitions, players can deepen their knowledge of unconscious bias and its influence. They will be made aware of their own stereotypical beliefs and wrong preconceptions, which lays the foundation for mindful thinking.

06

RESOURCES NEEDED

The game itself consists of a game manual with instructions and six cards.

No further material is needed.

07

REFERENCES

Barlow, Rich. "BU Research: A Riddle Reveals Depth of Gender Bias." *BU Today*, 01/16/2014, <https://www.bu.edu/articles/2014/bu-research-riddle-reveals-the-depth-of-gender-bias/>. Accessed 11/04/2022.

Daniels, Bisi. "Why many CEOs are tall people? The height of the matter." *Premium Times*, 05/15/2016, <https://www.premiumtimesng.com/entertainment/naija-fashion/203429-many-ceos-tall-people-height-matter-bisi-daniels.html>. Accessed 11/02/2022.

Gray, Richard. "Why do people discriminate against speakers with foreign accents?" *Horizon – The EU Research & Innovation Magazine*, 01/21/2019, <https://ec.europa.eu/research-and-innovation/en/horizon-magazine/why-do-people-discriminate-against-speakers-foreign-accents>. Accessed 11/04/2022.

"Test Yourself for Hidden Bias." *Learning for Justice*, n.d., <https://www.learningfor-justice.org/professional-development/test-yourself-for-hidden-bias>. Accessed 11/04/2022.

University of California San Francisco: Office of Diversity and Outreach. *Unconscious Bias Training*. n.d., <https://diversity.ucsf.edu/programs-resources/training/unconscious-bias-training>. Accessed 10/18/2022.

Wilson, David and Sasha Blakeley. "Bias Lesson for Kids: Definition & Examples." *Study.com*, 05/18/2021, study.com/academy/lesson/bias-lesson-for-kids-definition-examples.html. Accessed 10/18/2022.



Co-funded by
the European Union



4Talents

Cultural Diversity

Developed by:





01 Definition



Cultural Diversity. What is culture?

We could say that culture is our orientation system that helps us to intuitively find our way through the world like a GPS. We often aren't aware that culture leads us in our perceptions and judgements. In fact, we can't avoid perceiving the world around us through our own "cultural glasses", that means from our own perspective. Culture is something we share with others, and we may observe forms of behaviour typical of a specific nation, society, organisation or group.

Disclaimer: Of course, there is the **risk of stereotyping** when one tries to attribute what 'typical' behaviours are. But one has to keep in mind that cultural standards are based on what can be **observed** and what **is considered "normal"** for most members of a certain culture. It is important to remember to approach another culture not by looking at it through one's own cultural lens but by observing it neutrally and by postponing judgments.

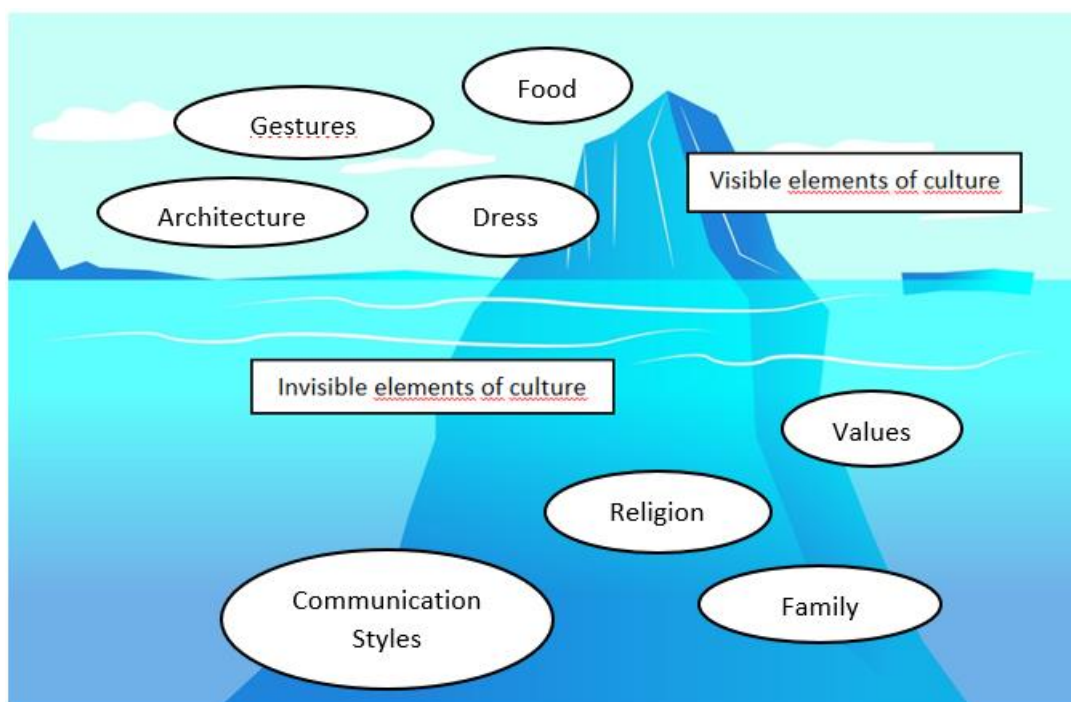
02 Objectives



- Understand the concept of "culture"
- Develop strategies for enhancing cultural awareness
- Understand the challenges of intercultural communication



03 How does it work?



<https://pixabay.com/de/illustrations/eisberg-wasser-blau-ozean-eis-1421411/>

An easy way to imagine culture is by visualising an iceberg with a tip you can see and an invisible part underneath the water surface. The visible tip contains all areas of culture we can see in the physical sense like architecture, dress, food, gestures, devotional practices and much more.

The bottom part of the iceberg includes elements like beliefs, values and attitudes, for example, risk tolerance, communication styles, understanding of rules, rules of relationships, approach to the family, approach to gender differences, religious beliefs and more.



04 How can I get it?



“Why do Muslim women wear headscarves?” or “Is it right to have a Christian cross in a classroom at school?” - These are intercultural issues people often discuss.

People often argue about elements related to the visible elements of culture, like headscarves and crosses. However, in many cases the real reason of the conflict lies in the invisible, often unconscious elements of culture. Only when you are aware of this and understand the invisible elements of your own culture, the culture of other people will really make sense to you.



05 How to develop?



Here are some tips for enhancing intercultural awareness:

- Reflect on your own cultural values – Ask yourself questions like
 - ➔ “How important is it to me that friends arrive on time to an appointment?”
 - ➔ “Do I give others negative feedback by choosing direct words?”
 - ➔ “How many people does my family circle count?”
 - ➔ “How does my environment display social status?”
- Be aware of your own personal attitude towards your cultural values.
- Be interested in the cultural norms and values of others - Ask other people questions like
 - ➔ “How important is it to you that friends arrive on time to an appointment?”
 - ➔ “Do you give others feedback by choosing direct words?”
 - ➔ “How many people does your family circle count?”
 - ➔ “How does your environment display social status?”
- Be open to new intercultural experiences – Actively approach other people with different background than yours. Expect to be surprised by new encounters.
- Listen carefully and give room to what your counterpart has to say even if this means taking a step back.

A golden rule could be: In situations of intercultural communication, it is helpful to try to take the perspective of the person you are talking to. This may enhance empathy for the challenges all people have to take when communicating in a new environment.



Main problem to overcome



LaRay M. Barna (1991, pp. 345f.) identified six stumbling blocks that may lead to cross-cultural misunderstandings:

- **Assumption of Similarities:** Humans have biological and social needs in common. But this doesn't mean that we all share the same set of values and attitudes.
- **Language Differences:** Not to speak the "same" language can also mean we have a different way of saying things, a different choice of words or attribution of meaning. These language barriers may exist even when people share one common language.
- **Nonverbal Misinterpretations:** Gestures and other body movements can be equally as meaningful as verbal language. Not being able to read them can lead to misunderstandings in communication.
- **Preconceptions and Stereotypes:** Stereotypes reduce the complexity of our world and help us understand what happens around us. But they also can lead to a biased and oversimplified view of the world around us.
- **Tendency to Evaluate:** It lies in human nature to approve and disapprove of opinions, values and behaviour. However, there is a risk to judge others according to our own set of standards. But are we always sure to be right?
- **High Anxiety:** stress often leads to defence mechanisms that hinder the appropriate interpretation of a certain situation.

These stumbling blocks may seem difficult to you to overcome. The good news is that intercultural understanding is a learning process that can be trained. Being aware that there are stumbling blocks is a first step in the right direction.



07 References



Barmeyer, C. (2012). *Taschenlexikon Interkulturalität*. Göttingen: Vandenhoeck & Ruprecht.

Barna, L. M. (1991). Stumbling blocks in Intercultural Communication. In: L.A. Samovar, and E. Porter, ed., *Intercultural Communication. A Reader*, 6th ed., Belmont, California: Wadsworth Publishing Company, pp. 345-353.

Thomas, A. (2010). Culture and Cultural Standards. In: A. Thomas, E.-U. Kinast and S. Schroll-Machl, ed., *Handbook of Intercultural Communication and Cooperation*, vol.1, 2nd ed. Göttingen: Vanderhoeck & Rupprecht, p. 22.



TOOL NAME: What Came First?



TIME FRAME

10-15 minutes



MATERIALS

The game itself consists of a game manual with instructions and 5 x 2 cards/photos.



GROUP SIZE

1-4

01

OVERVIEW

Cultural diversity can be defined as follows:

Cultural diversity is about appreciating that society is made up of many different groups with different interests, skills, talents and needs. It also means that you recognise that people in society can have different religious beliefs and sexual orientations

Cultural diversity matters because once we understand or at least try to understand other cultures, belief systems and individual life experiences, we can help make our world a more stable, peaceful place.

This game is aimed at encouraging cultural diversity by offering some insights into other cultures and helping players to put different cultures in relation to one another. This way, their individual perspectives are broadened and they are made curious to learn about and ultimately appreciate other cultures.

The game does not require any special preparation and is therefore easy to carry out.



02

DESCRIPTION OF THE TOOL

- ❖ A game manual with short and comprehensive instructions is part of this tool.
- ❖ The actual game itself consists of five sets of two pictures each. These pictures show important cultural dates, events, objects,...
- ❖ The task is to decide which of the two events/objects/... in question came first in world history. The right solution can be found on the back of each picture that shows the event/object that came first in history.
- ❖ It is recommended to play the game in smaller groups of two to four players since topic-related discussion and loud thoughts while playing are encouraged. However, playing the game on one's own is also possible.

Design:

SET NO	PICTURE 1	PICTURE 2	ANSWER
1	 Sandwiches	 The United States of America	Picture 1: The Earl of Sandwich is credited with inventing the sandwich in around 1762 whilst too busy to leave the gambling table to eat. The USA was founded on July 4, 1776.
2	 Hinduism	 Christianity	Picture 2: According to many scholars, Hinduism is the world's oldest religion, with roots and customs dating back more than 4.000 years. Today, with about 900 million followers, Hinduism is the third-largest religion behind Christianity and Islam.



3



Eiffel Tower



Mona Lisa

Picture 2:

The Mona Lisa was painted by Leonardo da Vinci in 1503. Today, it is part of the permanent exhibition in the Louvre, the most famous Parisian art museum. The Eiffel Tower was built to be one of the main attractions at the Paris World's Fair in 1889

4



Cutlery: Spoon, Fork, Knife



Chopsticks

Picture 2:

The Chinese were taught to use chopsticks long before spoons and forks were invented in Europe (the knife is older, not as an instrument for dining but as a weapon). Some Chinese people were using chopsticks by 1200 BCE. People in the Byzantine Empire used forks for eating by about the 4th century CE. But in western and Northern Europe, there were no forks on the dinner table until some time in the Renaissance.

5



Christmas



Hanukkah

Picture 2:

Hanukkah is a Jewish holiday celebrated on the 25th of Kislev on the Hebrew calendar which falls around December every year. Hanukkah originated about two hundred years before Christmas and is sometimes referred to as "Chanukah" or "the festival of lights".



03

INSTRUCTION FOR FACILITATORS

To start the game, facilitators first need to hand out the tool to the players. Since a game manual with short instructions is part of this tool, players are expected to follow the instructions on their own and start the game. In case of questions, facilitators are allowed to support the players and answer questions. However, it is highly recommended that the facilitators stay out of the game and let the young adults figure it out on their own. Throughout the gaming process, facilitators may only intervene if absolutely necessary, for example, if the group members do not engage with one another. In total, the game is expected to be a collaborative game that needs discussion and teamwork. Therefore, facilitators should encourage the players to really engage with the tool. Most importantly, facilitators must pay attention that the back side of the cards is only looked at after agreeing on one picture.

04

IMPLEMENTATION: TASK AND PROCEDURES

Here is a step-by-step description of how the tool needs to be implemented:

- (10) Facilitators need to hand out the box with the five sets of pictures.
- (11) Players need to read the manual and understand the instructions.
- (12) Instructions are as follows:
 - ❖ The actual game itself consists of altogether five sets of two pictures each. These pictures show events/objects or other content related to culture. Only after collaboratively agreeing on which of these pictures show the event/object/... that came first in global history, players are allowed to turn around the corresponding two photos. On the backside of the correct photo, they will find the solution and a short explanation / further information meant for clarification.
 - ❖ It is recommended to play the game in smaller groups of two to four players. You are allowed to think loudly and discuss your thoughts with the other group members! If you prefer playing on your own, however, you are welcome to do so.
 - ❖ Before you start gaming, please make sure to set a timer to 15 minutes maximum.
- (13) Game starts and is finished after 15 minutes maximum. Players are highly encouraged throughout the game to discuss their thoughts and opinions.



05

CONNECTION OF THE TOOL WITH THE SKILL

Culture is diverse. This tool, thus, means to illustrate the diversity and phenomena of different cultures by asking the simple question “What came first?”. It might be surprising to learn that the U.S. is younger than the idea of the sandwich or that chopsticks have been used in the Asian parts of the world long before Europeans even knew about forks or spoons. By engaging with this tool, players will find out interesting facts about culture in relation to history. Ultimately, this game will broaden their horizons and enhance their cultural knowledge, which functions as the basis for a respectful and appreciative treatment of other cultures.

06

RESOURCES NEEDED

No further material is needed.

07

REFERENCES

Hemens, Aaron. “Culture, diversity important to young people: study.” *New Canadian Media*, 05/26/2022, <https://newcanadianmedia.ca/culture-diversity-important-to-young-people-study/>. Accessed 11/30/2022.

Young Scot. *What is Cultural Diversity?* n.d., <https://young.scot/get-informed/national/what-is-cultural-diversity>. Accessed 11/30/2022.

Photos: www.pexels.com



TOOL NAME: The Name Game



TIME FRAME

20-35 minutes



MATERIALS

The game itself consists of a game manual with instructions and one questionnaire per player.



GROUP SIZE

2-8

01

OVERVIEW

Cultural diversity can be defined as follows:

Cultural diversity refers to the variety of different cultures, traditions, and beliefs that exist within a society or community. It can include aspects such as language, customs, values, and ways of life that are unique to a particular group of people. Cultural diversity can also encompass differences in race, ethnicity, religion, and other

Cultural diversity matters because once we understand or at least try to understand other cultures, belief systems and individual life experiences, we can help make our world a more stable, peaceful place.

Names can hold a great deal of cultural significance and can often reflect a person's identity, heritage, and values. In many cultures, a person's name is chosen with great care, as it is believed to have a powerful influence on their life and the way they are perceived by others. In some cases, a name may be chosen to reflect a family's history or cultural traditions, such as naming a child after a beloved ancestor. In other cases, a name may be chosen to convey a particular meaning or to express the hopes and aspirations of the parents for their child. Regardless of the reason behind it, a person's name is often closely tied to their cultural identity and can serve as a source of pride and connection to their heritage.

The game does not require any special preparation and is therefore easy to carry out.



02

DESCRIPTION OF THE TOOL

- ❖ A game manual with short and comprehensive instructions is part of this tool.
- ❖ The game consists of a questionnaire that needs to be filled out individually by each player.
- ❖ After reading the instruction, each player is handed one questionnaire, which they must answer on their own. Using external sources for additional information such as mobile phones or books is highly recommended and ensures a successful outcome of the game.
- ❖ After individually completing the questionnaire, players get back together with their group, and they all present their findings.
- ❖ This game is intended for groups.

Design:

1. **Your full name:**

2. **Who gave you your name and why?**

3. **Does the name have an ethnic or religious origin? Where does it come from?**

4. **Do you have any nicknames? How did you get them and what do they mean to you?**



03

INSTRUCTION FOR FACILITATORS

Facilitators first need to hand out the tool to the players to start the game. Since a game manual with short instructions is part of this tool, players are expected to follow the instructions on their own and start the game. In case of questions, facilitators are allowed to support the players and answer questions. However, it is highly recommended that the facilitators stay out of the game and let the young adults figure it out on their own. Throughout the gaming process, facilitators may only intervene if necessary. The phase of individual work must be conducted in a quiet atmosphere that allows players to concentrate and focus on the questions. During the subsequent group phase, facilitators must remind the players to treat each other in a respectful way and encourage them to listen to one another and also learn from each other.

04

IMPLEMENTATION: TASK AND PROCEDURES

Here is a step-by-step description of how the tool needs to be implemented:

- (14) Facilitators need to hand out the questionnaires and the instructions.
- (15) Players need to read the manual and understand the instructions.
- (16) Instructions are as follows:
 - ❖ The actual game itself consists of a questionnaire involving a total of five questions. The game is split into two parts.
 - ❖ **Part I: Individual work** (max. 10-15mins)
 - ➔ Each player must individually find answers to the questions on the sheet. If they are not sure about certain questions and information, they are allowed to use their mobile phones to search for the answer.
 - ❖ **Part II: Group phase** (max. 10-20min, depending on group size)
 - ➔ After completing the questionnaire, the players get back together with their group. Each person gets 2 minutes to present their findings and talk about their names and their cultural and personal significance.
 - ❖ This game is designed for groups only.
 - ❖ Before you start gaming, please make sure to set a timer to 15 minutes maximum during the phase of individual work. Before presenting their names, each player needs to set a timer to 2 minutes.
- (17) Game starts and is finished after 35 minutes maximum (depending on group size).



05

CONNECTION OF THE TOOL WITH THE SKILL

Names can hold a great deal of cultural significance and can often reflect a person's identity, heritage, and values. In many cultures, a person's name is chosen with great care, as it is believed to have a powerful influence on their life and the way they are perceived by others. In some cases, a name may be chosen to reflect a family's history or cultural traditions, such as naming a child after a beloved ancestor. In other cases, a name may be chosen to convey a particular meaning or to express the hopes and aspirations of the parents for their child. Regardless of the reason behind it, a person's name is often closely tied to their cultural identity and can serve as a source of pride and connection to their heritage.

This game not only makes the players deal with their own identity and cultural background but also leads them to learn more about the identities and cultural backgrounds of their teammates. The game will ultimately broaden their horizons and enhance their cultural knowledge, which functions as the basis for respectful and appreciative treatment and co-existence of other cultures in society.

06

RESOURCES NEEDED

No further material is needed.

07

REFERENCES

Dixon, Ella. "A person's name is a part of his or her cultural identity." *The Examiner*, 06/01/2020, <https://www.examiner.com.au/story/6775843/how-different-cultures-name-their-children/>. Accessed 12/20/2022.

Hemens, Aaron. "Culture, diversity important to young people: study." *New Canadian Media*, 05/26/2022, <https://newcanadianmedia.ca/culture-diversity-important-to-young-people-study/>. Accessed 11/30/2022.

Shearer, Carrie. "Cultural Identity And Your Name." *culturewizard*, n.d., <https://www.rw-3.com/blog/cultural-identity-and-your-name>. Accessed 12/20/2022.

Young Scot. *What is Cultural Diversity?* n.d., <https://young.scot/get-informed/national/what-is-cultural-diversity>. Accessed 11/30/2022.



Co-funded by
the European Union



4Talents

Self-knowledge / Self- awareness

Developed by:





01 Definition



Self-knowledge / Self-awareness. When we talk about self-knowledge, we talk about knowing ourselves deeply, knowing how to understand our emotions, defects, qualities and problems in any context. Self-knowledge is very important for personal development, to regulate emotions, to relate to others and to achieve the goals we set for ourselves. It also helps us to set realistic goals and to know how to identify where we are in our life.

As for self-awareness, some psychologists see it as a stepping stone to self-knowledge, enhancing critical thinking and decision-making, skills that are often associated with effective leaders.

Goleman states that, in self-awareness, the mind investigates experiences and corresponding emotions. Goleman simplifies the concept of self-awareness by defining it as "being aware of both our state of mind and our thoughts about that state of mind".

In short, both tools help us to understand how we are, what is the belief system on which we base our lives and how it affects us when we see the outside world through it.

02 Objectives



In 2021, the consulting firm McKinsey & Company published the results of a survey of 18,000 people on what were the most important talents or skills for the workers of the future, one of them being the ability to understand your own emotions and motivations.

Therefore, through this module and its tools, we will work on a better understanding of this concept and improve workers' abilities to analyse their own thoughts and values about themselves, in order to focus them correctly for inclusion in the labour market.



03 How does it work?



Self-knowledge is a fundamental tool in our daily lives, as we interact with the outside world based on our belief system, including the opinions we have of ourselves. The way we judge ourselves influences both the personal (intrapersonal intelligence), socio-emotional (intrapersonal intelligence) and professional spheres. The World Economic Forum itself cited this approach in its report on the importance of soft skills in the workplace.

The Eurich Group published in 2018 the results of research on self-awareness, showing that when we engage in introspection, we clarify our values, thoughts, feelings, behaviours, strengths and weaknesses. We are also able to recognise our impact on others. This study shows that people with greater self-awareness are happier and have better social relationships, as well as experiencing a greater sense of personal control and greater job satisfaction.

When we look to the outside world, we understand how the people around us see us, which gives us a great opportunity to develop empathy for those with different views from our own. Leaders whose self-perceptions match those of others are more likely to empower, include and validate others.

Having self-awareness gives us the power to influence outcomes; it helps us become better decision-makers and gives us more self-confidence. We can communicate with clarity and intention, which allows us to understand things from multiple perspectives. It frees us from assumptions and biases.

04 How can I get it?



The main way to achieve a certain level of self-awareness is introspection; analysis and meditation on one's thoughts and emotions is very necessary to realise who we are,



because self-awareness is a two-way street: we can both discover unknown flaws and virtues we were not aware of, thus learning to get along with ourselves. Another way to become aware of strengths is to draw a timeline of your life and analyse distressing or difficult moments in context, which is key to discovering new strengths that we possess and are unaware of.

Another way of gaining self-knowledge is to ask for honest feedback from friends and family whose opinion we can trust; in this way we will discover our blind spots from another point of view.

05 How to develop?



There are many ways to develop self-awareness through exercises and activities. For example, one of the best practices is meditation; it is not necessary to do it in a spiritual or ritualistic way, but simply to find a moment of relaxation throughout the day to think and reflect on how we cope with or react to everyday events.

The Eurich group recommends in this case to focus more on the 'What' than on the 'Why', as the latter tends to result in negative thoughts by focusing on weaknesses and insecurities. Through the 'What?' we can look through behaviours and beliefs, examining patterns and experiences that are not useful to us, allowing us to improve.

Not only can we develop self-knowledge through ourselves, but we can also gain different points of view to help us discover more about ourselves through friends, family or colleagues. In this way, we will learn about behaviours or attitudes that we are not aware of, and they will help us to learn more about ourselves and change the negative aspects.

06 Main problem to overcome



According to psychologist Simine Vazire, there are two barriers to self-knowledge: informational barriers and motivational barriers.



Informational barriers are those caused by a lack of information or a lack of quality information. For example, not being able to know the internal or emotional state of other people, we have no information with which to compare our own, and we may tend to overestimate or underestimate it. On the other hand, not being able to see ourselves from an external perspective, we are not aware of the non-verbal information we display or how our messages are understood.

Motivational barriers occur when we unconsciously reject available information. This usually occurs when that information does not fit our own perception, which makes us feel uncomfortable or insecure, so it is rejected to protect us. Examples include narcissistic people who reject any kind of criticism, or people with low self-esteem who doubt the compliments they receive.

07 References

- Dondi, M., Klier, J., Panier, F. & Schubert, J. (2021). *Defining the skills citizens will need in the future world of work*. McKinsey & Company.
<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/defining-the-skills-citizens-will-need-in-the-future-world-of-work>
- Eurich, T. (2018) *What self-awareness really is (and how to cultivate it)*. Harvard Business Review. <https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it>
- Goleman, D. (1997). *Emotional intelligence*. Bantam
- Vazire, S., Mehl, M.R. & Carlson, E. (2010). *Shining a light on the blind spots in self-perception*.
- Whiting, K. (2020) *These are the top 10 job skills of tomorrow*. World Economic Forum
- Wilson, C. R., (2021) *What is self-knowledge in Psychology?* PositivePsychology.
<https://positivepsychology.com/self-knowledge/>



TOOL NAME: System of beliefs



TIME FRAME

20 minutes



MATERIALS

- paper
- pen



GROUP SIZE

Individual

01

OVERVIEW

In this activity, participants will have to write a series of adjectives that, in their personal opinion, describe themselves or elements of their environment to which they are directly related. In other words, they will write down their personal belief system with which they judge themselves and their surroundings.

02

DESCRIPTION OF THE TOOL

Participants will be provided with a template with various topics related to themselves and work, such as their professional skills, their potential or the labour market. They will then have to come up with a set of their own thoughts for each of them, in other words, they will have to show how they self-describe and describe these external elements.

03

INSTRUCTION FOR FACILITATORS

It is important to encourage sincerity in the participants so that the opinions they write are real and not influenced by external factors. To this end, it is recommended not to give them too much time to fill in the template so that they write down the most



immediate thoughts that come to mind, without giving them the option to rethink them. It is also important that they do this in a safe environment, where their opinions are not judged by anyone.

Once the participant has completed the template, the facilitator should guide him/her along the path of analysing his/her opinions. To do so, he/she should make him/her understand that these subjective thoughts influence in his/her decision making, and it can be modified to change their conduct.

04

IMPLEMENTATION: TASK AND PROCEDURES

- ✓ You will take a copy of the template provided by the trainer, entitled 'What do you think about...!'.
- ✓ Fill in all the categories with your opinions on the topics in question.
- ✓ Try to be as honest as possible and do not overthink your answers or thoughts.
- ✓ Once completed, you can read your answers again.
- ✓ Analyse them, bearing in mind that your relationship with yourself and with those aspects related to the world of work are tainted by these subjective prejudices, that do not always correspond to reality.

05

CONNECTION OF THE TOOL WITH THE SKILL

Beliefs influence us, whether they limit us or empowering us. They are so important that we depend on them to achieve many of the things we set out to do. Sometimes, we use certain beliefs to avoid taking responsibility for some of our situations in life, which in turn prevents us from being active and making changes that allow us to solve problems or improve our situation.

To change the beliefs that do not help us, the first thing we have to do is to identify them, which will require time and effort, and the more difficult it will be the more deeply rooted they are in our daily lives. This tool helps us to analyse our personal sphere (intrapersonal intelligence), i.e. the concept we have of ourselves, and our relationship with the world of work; this allows us to be aware of those beliefs that limit us and to modify them, creating a new system of beliefs that provide us with better ideas about ourselves and our environment.



06

RESOURCES NEEDED

- Template (Annex 1) or a blank sheet
- Pen or pencil

07

REFERENCES



TOOL NAME: Wheel blank



TIME FRAME

20-30minutes



MATERIALS

- Template or paper
- Whiteboard
- Pencil



GROUP SIZE

Individually
or in groups

01

OVERVIEW

In this activity, participants will choose, individually or in groups, the most relevant professional skills (in general or for a specific profession). Subsequently, each person will assess their knowledge or competences in each of these skills, finally comparing them with each other or with the results of other colleagues. In this way, they will discover professional deficiencies that they need to improve in order to access the labour market.

02

DESCRIPTION OF THE TOOL

Each participant will be given a copy of the template (they can also draw it on a blank sheet of paper). Individually or in groups, they will brainstorm the professional skills they consider most essential in the labour market or for a specific sector or profession. Once completed, the most important ones will be selected and the gaps in the template will be filled in.

Then, each participant will self-assess their own knowledge or skills in each of the chosen competences, from 0 to 10. Once finished, they can colour in the internal areas to make the result visual. The final result will show the level of development in different professional competences, highlighting each participant's strengths and areas for improvement.



03

INSTRUCTION FOR FACILITATORS

It is important for the facilitator to encourage honest answers from participants in order for the analysis to be useful. In the event that a participant rates all his or her competencies as zero or perfect, it is possible that the problem lies in that person's view of him or herself, with a flawed intrapersonal intelligence, either due to a lack of self-esteem or overestimation.

04

IMPLEMENTATION: TASK AND PROCEDURES

- ✓ The facilitator will hand out a copy of the 'Blank wheel' template to each participant.
- ✓ Individually or in groups, brainstorming on the most important professional skills in the labour market or in a specific job.
- ✓ The most important skills will be selected and the gaps in the template will be filled in.
- ✓ Each participant will rate, from 0 to 10, their professional skills in each area. Once rated, the internal areas of each section can be coloured in.
- ✓ Finally, each participant will analyse the final result, obtaining a clear example of the most developed areas and those that need to be improved.

05

CONNECTION OF THE TOOL WITH THE SKILL

Being fully aware of a person's shortcomings is the first and most important step in changing them; when a person becomes aware of a problem, they immediately become responsible for it, which leads them to take action or make decisions to solve it. Otherwise, they will remain in a bubble of comfort and inaction, thinking that it is not in their power to change or solve the problem.

The aim of this tool is to work on the professional sphere of self-knowledge, clearly stating the individual's professional competences and comparing them with each other, in order to obtain a better analysis of them. As the participant becomes aware of the



professional skills he/she needs to develop, he/she will be responsible for improving them and this will in turn lead him/her to action.

06

RESOURCES NEEDED

- 'Blank wheel' template (Annex 2) or a blank sheet
- Pen or pencil
- A whiteboard (in case of a large group)

07

REFERENCES



Co-funded by
the European Union



4Talents

Numeracy / Mathematical /Financial

Developed by:



INDEPCIE



01 Definition



Numeracy / Mathematical /Financial. When we talk about mathematical skills, we refer to the construction and mastery of the way of acting inherent to a specific mathematical activity, which allows them to search for or use concepts, properties, relations, mathematical procedures, employ work strategies, carry out reasoning, make judgements and solve mathematical problems.

Among the branches of mathematics, special attention should be paid to finance and economics, i.e. financial knowledge. This allows us to understand how money works, both at a national, business and family level, and provides us with the necessary tools to manage our personal finances, savings, and investments properly, to guarantee a good quality of life, both now and in the future.

But financial literacy is also a measure of the level of ability and confidence (confidence) a person possesses to manage their personal finances by making appropriate and effective short-term decisions and to plan financially for the long term in the face of changing economic conditions. In other words, financial education gives us the possibility to achieve financial stability, to prevent and avoid situations of financial stress, such as uncontrolled indebtedness.

02 Objectives



According to a report by the Davos Economic Forum, it is estimated that 97 million new job roles could emerge by 2025 as a result of a new way of dividing work between machines and humans. In this context, STEAM skills are of particular importance, mathematics being one of them.

Therefore, through this module and its tools, we will work on a better understanding of this concept and improve workers' skills in the mathematical and financial area, in order to focus them correctly for their inclusion in the labour market.



03 How does it work?



Learning mathematics helps young people to develop analytical thinking, as well as improving their problem-solving skills. Both problem-solving and analytical skills are highly sought-after skills in many jobs, so it is important to develop these skills for inclusion in the labour market.

Logical-mathematical thinking is essential for understanding abstract concepts, reasoning and understanding relationships. All these skills go far beyond mathematics as such, the benefits of this type of thinking contribute to a healthy development in many aspects and the attainment of personal goals and achievements, and thus to personal success.

This type of skill contributes to the development of thinking and intelligence, to the ability to solve problems in different areas of life, to formulate hypotheses and make predictions, to foster the ability to reason about goals and how to plan to achieve them, as well as to establish relationships between different concepts and to reach a deeper understanding.

Anyone needs to know mathematics to get a job, as it is an essential skill in most fields, to a greater or lesser extent. Careers in mathematics are growing, as are the salaries associated with them, and mathematics occupations tend to have higher levels of job satisfaction, which leads these workers to feel better about their personal lives. Recent economic and societal developments suggest that financial skills will become more necessary soon and will continue to grow in complexity.



04 How can I get it?

Many people consider themselves bad at maths, but the reality is that solving complex equations is no easy task. The good news is that maths skills can be trained by spending a few minutes a day and will bring many positive changes in your life.

According to a study by Beth Israel Deaconess Medical Center in Boston, people who study mathematics have a greater volume of grey matter than those who do not. Mathematical knowledge also allows you to connect different regions of the brain more easily, thus improving all aspects of your cognition.

Mathematics is primarily a practical area, rather than a theoretical one, so the best way to develop these skills is through exercises and activities. Learning through fun and creative ways, such as games, is a good way to consolidate knowledge and improve these skills.

05 How to develop?

There are many ways to develop mathematical and financial skills through exercises and activities. Before starting, it is important to bear in mind that mathematics is often one of the most difficult subjects for many during the school years, which can lead to a certain rejection of the subject. It is important to change this mentality and use a positive attitude and develop self-confidence to complete mathematical work more easily.

To improve the development of these skills, it is essential to know the key concepts that we are going to deal with, which will facilitate the comprehension and understanding of the problems that are posed; this is especially relevant when dealing with financial matters.

There are a multitude of board games in which you must make use of this knowledge, either to keep score or to buy in-game goods during the game, as well as to create different strategies to achieve victory. For example, according to a scientific review



published in *Frontiers in Psychology*, playing chess is a good way to stimulate some of those mental functions that also come into play in mathematical tasks, such as comprehension, analytical skills and inductive reasoning.

One of the ways to develop mathematical skills is to put them into practice, so it is important to carry out exercises where you constantly test your knowledge; for example, you can also learn different strategies to solve the same operations.

06 Main problem to overcome

Mathematics is not at all easy to learn; learning it requires the creation of abstract meanings, the coding and decoding of symbols and the ability to make relationships at the level of the possible. For this reason, one of the main barriers to improving these skills is motivation or a lack of interest and self-esteem, as it is something that a priori seems too complicated, and we believe that we will not be able to solve it.

There is also a school of thought that believes that mathematical problems must be linked to numbers, which is not the case. Mathematical competence equips us with skills that will enable us to solve everyday problems and deal with complex situations.

At another level are neurological barriers, such as difficulties in learning mathematics; these are the case of acalculia (the alteration in mathematical skills and processing due to brain damage) and dyscalculia (the learning difficulty that manifests itself with difficulties in understanding and performing mathematical calculations).

07 References

- Aydin, K et al. (2007). *Increased gray matter density in the parietal cortex of mathematicians*. *American Journal of Neuroradiology*, 28(10):1859-64.
- Díaz, N. (2021). *Educación financiera (Financial education)*. Economipedia. <https://economipedia.com/definiciones/educacion-financiera.html>
- Ferrer, M (2010). *La resolución de problemas en la estructuración de un sistema de habilidades matemáticas en la escuela media cubana (Problem solving in the structuring of a system of mathematical skills in Cuban middle school)*.



- Remund, D. L. (2010). *Financial literacy explicated: The case for a clearer definition in an increasingly complex economy*. Journal of Consumer Affairs, 44(2), pp. 276-295.
- Sala, G., Foley, J.P. & Gobet, F. (2017). *The effects of chess instruction of pupil's cognitive and academic skills: state of the art and theoretical challenges*. Frontiers in Psychology.
- WEF (2020). *The future of jobs. Report 2020*. WEF.
<https://www.weforum.org/reports/the-future-of-jobs-report-2020/digest>
- NIU. (n.d.) *Math matters for careers and jobs*. Northern Illinois University.
<https://www.niu.edu/mathmatters/careers-jobs/index.shtml>



TOOL NAME: Bean salary



TIME FRAME

20-30minutes



MATERIALS

- Template (Annex I)
- 20 beans or any other legume by participant



GROUP SIZE

Individually
or in groups

01

OVERVIEW

Managing money means making choices. There is never enough money available for all the things we would like to have or do. In this activity, participants will choose, individually or in groups, how to manage a salary, choosing through the various options and categories that make up a person's day-to-day life, finally comparing the choices made with other people or other groups. In this way, students will prioritise what is most useful or vital in their lives, where to spend their personal expenses, and discover other financial management strategies.

02

DESCRIPTION OF THE TOOL

This game may be played individually, but optimum results come from playing in a group of 2 or more. Divide participants into groups of at least 2 and not more than 5. Each individual/group receives 20 beans and a set of spending category sheets. The individual/group must decide how to spend their “income” based on life circumstances, values, and goals. Each item has a set number of squares which indicates how many beans are needed to “pay” for that item.

First, each individual/group must select one item in each of the categories with the gold stars (Food, Housing, Furnishings, Transportation, Insurance and Clothing & Laundry). Once the student or group have finished selecting items in the required categories, can continue selecting items until they have used up your 20-bean income.



03

INSTRUCTION FOR FACILITATORS

After the exercise has been completed, a small discussion can be held to learn why decisions were made, while comparing results. Use a series of questions such as, 'Why did you choose the items you did? In what ways were you influenced by your values? Your goals? Your previous experiences?'.

The tool is open to modifications to meet new challenges; for example, having their income reduced to 13 beans and having to readjust their 'lifestyle' or having to make use of some of their insurance, as well as paying a penalty if they do not have one.

04

IMPLEMENTATION: TASK AND PROCEDURES

- ✓ The facilitator will hand out a copy of the categories and products, as well as an income of 20 beans to each participant or group.
- ✓ Individually or in groups, you will decide how to spend this income in the different categories, with those marked with a gold star being mandatory.
- ✓ The most important skills will be selected and the gaps in the template will be filled in.
- ✓ Once finished, the results will be compared among the different participants, justifying the reasons, and creating a discussion with the rest of the group.
- ✓ The activity can be repeated by making slight modifications to the initial income, comparable to real life (an inheritance, an unforeseen expense, a cut in salary, etc.).

05

CONNECTION OF THE TOOL WITH THE SKILL

The aim of this tool is for students to broaden their knowledge of the finances they have to carry out in their daily lives. By making decisions on how to spend their income, they will learn to differentiate between what is really necessary and not just a whim. By working on a budget, students will develop their numeracy and home economics skills, anticipating future needs and encouraging savings and investments, thus reducing the risk of living in poverty in the future.



06

RESOURCES NEEDED

- 'Cost of living' template (Annex 1)
- 20 beans or any other legume by participant

07

REFERENCES



TOOL NAME: The exact number



TIME FRAME

20-30minutes



MATERIALS

- Template (Annex 2)
- Paper
- Pen or pencil
- Scientific calculator (optional)



GROUP SIZE

Individually
or in groups

01

OVERVIEW

The science of numbers is present in all professional work activities and is a basic component of the training of any citizen, being fundamental in our daily lives: from shopping to borrowing money or organising the time you have during the day. Having a mathematical education defines to a large extent the critical capacity and the ability to make decisions, and it is this aspect that we try to develop through this activity of calculation and mental speed.

02

DESCRIPTION OF THE TOOL

Six number cards are chosen at random (corresponding to 1 to 10, 25, 50, 75 and 100) and placed on the table so that all participants can see them. Then, randomly choose a number between 101 and 999; you can use the RAN key on a scientific calculator or use the leftover cards from 1 to 10 (using the 10 as a 0) and choose a number for the hundred, the ten and the unit.

Once the number has been chosen, the aim of the game is to reach that number by performing elementary arithmetic operations (addition, subtraction, multiplication and division) with the numbers obtained from the six cards chosen at the beginning, using each number a maximum of one time.



The first person or group to reach the exact number or, failing that, the closest number, explains to the rest the operations they have carried out to achieve the result, thus checking that the calculations are correct.

03

INSTRUCTION FOR FACILITATORS

The activity can be extended as long as necessary, obtaining new numbers to calculate or varying the conditions for solving it. For example, the initial cards can be reduced from six to five, thus increasing their difficulty, as well as limiting the time available or, if it is required to make it easier for the students, a number between 20 and 99 can be chosen.

In case someone else has obtained the same result through different operations, you can also explain it to the rest of the students, so that they will learn other calculation strategies unknown to them.

04

IMPLEMENTATION: TASK AND PROCEDURES

- ✓ The facilitator or a student randomly chooses six of the cards with numbers on them, which will be the ones with which the mathematical operations can be performed, and places them on the table (or writes them on a blackboard) in full view of everyone else.
- ✓ Afterwards, a three-digit number between 101 and 999 is chosen at random. This can be done by using the RAN button on an electronic calculator, or by using the leftover cards from 1 to 9 and choosing a digit for the hundred, ten and one.
- ✓ Students are given a limited amount of time (e.g. one minute) in which to obtain the three-digit number through elementary arithmetic operations (addition, subtraction, multiplication and division). To do so, they can only use the numbers chosen from the six cards, as well as the results of the mathematical calculations obtained. Each of these numbers can only be used once.
- ✓ The first person or group to obtain the three-digit number will explain to their classmates the calculations made for it; in this way, the correctness of the operations is checked, and the rest of the classmates can learn how it has been achieved, thus developing their analytical skills.
- ✓ If no one gets the exact number, the winner is the one who comes closest.



05

CONNECTION OF THE TOOL WITH THE SKILL

Through this tool, the students' calculation skills are developed directly, as they have to make use of these in order to get the number they are looking for. With the time limit, students also practice their mental quickness as well as working under pressure. In addition, by sharing how the winner achieved the number, the other students learn unfamiliar calculation strategies and learn to approach the problem from a different point of view.

06

RESOURCES NEEDED

- Cards with numbers (Annex 2)
- Paper
- Pen or pencil
- Scientific calculator (optional)

07

REFERENCES



Co-funded by
the European Union



4Talents

Networking

Developed by:





01 Definition



Networking can be defined as developing business and friendship relations with professionals, employees and / or potential customers in order to mutually benefit from each other.

02 Objectives



- The main purpose of Networking, which can also be considered as "expanding the business network", is to introduce yourself and your business to other people in your business life and turn these people into your customers in the long term.

03 How does it work?



- If there is any, you should be a member of associations, chambers, foundations, communities related to your sector, otherwise, you should seek to establish these communities. Work with and support social welfare organizations that appeal and make you happy to be involved.



How can I get it?



- *Take your place with your articles and interviews in printed media such as magazines and newspapers related to your sector.*
- *Be a speaker or a participant in areas such as fairs, symposiums, seminars, universities related to your sector.*
- *Be sure you are in the necessary digital media (LinkedIn, Instagram, YouTube, Facebook, twitter etc.) related to your industry.*
- *Join the campaigns in your industry, otherwise you can lead and create awareness by creating a campaign.*
- *If you have free training opportunities in your sector, you can be an educator or you can lead and open trainings for social benefit.*
- *Attend the right events*
- *Look professional, take care of your clothes*
- *Pay attention to face-to-face meetings*
- *It is very important to have a gain on both sides*
- *Ask questions and listen*
- *Be prepared Sit next to people you don't know*
- *Talk to people standing alone*
- *Continue meeting others in a polite way*
- *Keep the relationship warm*
- *The topic should not be business all time*
- *Don't forget your business cards*
- *Meet people from different sectors*



05 How to develop?



- *Collaborative Connection through a fruitful exchange of experience and knowledge. Showing interest in the other person and having an enriching conversation can create friendships motivated by mutual interests and thus contribute to increasing your network of contacts and references in future jobs.*

06 Main problem to overcome



- *Necessary to adopt an active posture in the market and create a network of quality contacts.*

07 References



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

<https://kagider.org/>



TOOL NAME: Human Bingo



TIME FRAME

30-45 minutes



MATERIALS

- sticky notes
- card
- pencils
- box



GROUP SIZE

1-10

01

OVERVIEW

The human bingo game is truly a networking game. It is a game about relaxing the participants and building bonds among them. The more the participants relax and connect with each other, the more they can be themselves. And we can observe the positive impact of this positive environment on the transition to the next stages.

02

DESCRIPTION OF THE TOOL

It is gathering people who do not know each other, who work in different or the same sector and establishing a bond between them with the human bingo game.

03

INSTRUCTION FOR FACILITATORS

Sector-oriented statements can be written less.

Focus on the same sector.



04

IMPLEMENTATION: TASK AND PROCEDURES

People are given cards with statements such as sector, profession and experience. In a box, papers with statements related to the cards are prepared. The moderator randomly selects one of the cards from the box and reads it aloud. The one who completes the statements written on the card in front of him/her the fastest will be the bingo player. And becomes the winner. The first winner starts a conversation with the second winner, the third winner starts a conversation with the fourth winner in a different place to strengthen their bonds and further their dialog. Later, all participants can come together and create this bond with different people.

05

CONNECTION OF THE TOOL WITH THE SKILL

Establishing a connection between people and/or opening a dialog channel with the game is the first step in networking.

06

RESOURCES NEEDED

Box, paper, pen, card

07

REFERENCES

<https://helloendless.com/networking-games/>



TOOL NAME: Speed Networking



TIME FRAME

for each tour
5-7 minutes



MATERIALS

- sticky notes
- whiteboard
- pencils...



GROUP SIZE

1-10

01

OVERVIEW

It's an accelerated way to maximize the number of new connections that participants can make in a short period of time. It also removes the awkwardness of approaching random people. In addition to quantity, it improves the quality of connections.

02

DESCRIPTION OF THE TOOL

This is a quick, easy to set up networking game. This type of networking is also fast-paced, with no pressure to force a conversation or keep it longer than necessary. But with quick questions, it's really just a fast-paced Q&A.

03

INSTRUCTION FOR FACILITATORS

Ask your participants to find a partner (anyone in the room) and give them 1 minute to ask questions. To facilitate this, consider displaying sample questions on a screen in the space in case they run out of ideas.

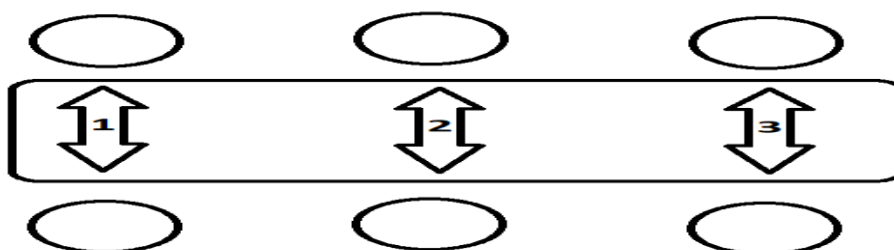
After giving each participant enough time to interview 10-15 people, give them some time to find people they would like to know more about. Now that the room has warmed up and participants have a better idea of who to approach, they will feel much safer.



04

IMPLEMENTATION: TASK AND PROCEDURES

Participants will sit opposite each other at a long rectangular table. Each person will be matched with the person opposite to him/her by number. The quick question and answer dialog will take place between two people sitting opposite each other. Each participant will be given a pen and paper. They will write the answers on the papers in front of them. The time for each round will be between 5-7 minutes.



05

CONNECTION OF THE TOOL WITH THE SKILL

The introductory phase of networking takes place in a positive environment, through gamification.

06

RESOURCES NEEDED

Paper, pencil

07

REFERENCES

<https://helloendless.com/networking-games/>



Co-funded by
the European Union



4Talents

Self- entrepreneurship

Developed by:





01 Definition



Self-entrepreneurship. The ability to transform ideas into action, creativity, innovation and taking risks, planning and project management, able to seize opportunities that can lead to creating or contributing to social activities or shopping, and finally, the ability to create autonomous activities of a business.

02 Objectives



- Encouraging to think about opportunities, creativity, valuing ideas and ethical and sustainable ideas.
- Acquiring skills and abilities related to self-awareness and self-efficacy, motivation and perseverance, benefiting from resources, and economic-financial knowledge.
- At a practical level, acquiring skills to take initiative, plan and manage, face uncertainty and risk, work with others, and learn from experience.



03 How does it work?



Educators believe that entrepreneurship education increases people's employability and empowers them as individuals to face the ever-changing society they live in. The impact can be achieved by making people aware that gaining experience about entrepreneurship also means going through a path of self-empowerment, which has a positive impact on their personal and professional life. People associate entrepreneurship with how they see themselves in the future, their curiosity and self-development.

04 How can I get it?



Although self-entrepreneurship is about risk-taking, innovative and creative thinking, education and self-awareness play a vital role. In this context, self-development and the ability to observe opportunities are very important. Self-entrepreneurship skills can be improved:

- Through following the last up-dates and anticipating future approaches
- Through analysing and efficiently benefiting from the EntreComp and DigComp
- Through gaining practical work experience through events and mini-company start-ups
- Through training sessions with experts, entrepreneurs and consultants
- Through experiential learning



05 How to develop?



- Development of digital skills and literacy.
- Development of entrepreneurial skills.
- Improved understanding in managing complex situations specific to current economic-business scenarios.
- Strengthening the spirit of active citizenship.

06 Main problem to overcome



- Incorporate self-entrepreneurship education into basic education.
- Initiatives that start without adequate research and studies.
- Lack of self-awareness

07 References



- The European Entrepreneurship Competence Framework (EntreComp)
<https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>
- Digital Competence Framework
https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en
- Self-e project
<https://www.self-e.eu/en/>



TOOL NAME: From ear to ear



TIME FRAME

for example
10-20 minutes



MATERIALS

- paper
- whiteboard
- pencils...



GROUP SIZE

for example
1-5

01

OVERVIEW

Discovering the characteristics of self-entrepreneurship through communication and relationship building. It is based on the gamification of ideas belonging to different people and emphasizing the basic features of entrepreneurship.

02

DESCRIPTION OF THE TOOL

This game consists of a meaningful sentence to be formed by combining words. This meaningful sentence should be formed within the framework of the following topics specified to the groups.

The topics could be selected among :

- Self-awareness and self-efficacy
- Taking initiative
- Creativity
- Use of resources
- Recognizing opportunities
- Planning and management
- Dealing with uncertainty and risk



03

INSTRUCTION FOR FACILITATORS

Ask the participants to divide into groups which are formed at least from 4 people. Tell them the topics mentioned above and give them 1-2 minutes to think about them. To facilitate this, write the topics somewhere where the participants can see them.

04

IMPLEMENTATION: TASK AND PROCEDURES

After the participants are divided into groups, they will get in line back-to-back without seeing each other's faces . They will whisper in the person's ear ahead and say one word related to the topic assigned to them. For example, let our group consist of 5 people. The 5th person will say one word to the 4th person. The 4th person will say both words to the 3rd person. Thus, 5 words will be transferred to the 1st person. And the first person will form a sentence as meaningful as possible from these five words. This meaningful sentence will be expressed out loud. Let's assume we have 3 groups like this. Since the topics of each of them will be different from each other, the three meaningful sentences will also be different from each other. And the leaders of these three groups will discuss these sentences.



05

CONNECTION OF THE TOOL WITH THE SKILL

Raising awareness about some of the self-entrepreneurship competencies and providing different perspectives.

06

RESOURCES NEEDED

Paper, pencil, white board.

07

REFERENCES

Ezgi YAVUZ



TOOL NAME: Wheel of luck



TIME FRAME

for example
15-30minutes



MATERIALS

- Small colourful papers
- whiteboard
- pencils
- box
- Wheel of luck



GROUP SIZE

for example
1-5

01

OVERVIEW

It is based on answering sample questions using own experience and knowledge. Although the topic titles are clear, various questions that may come will make the participants think about different aspects.

02

DESCRIPTION OF THE TOOL

This wheel of luck game is a question-and-answer activity, exchanging ideas from different perspectives.



03

INSTRUCTION FOR FACILITATORS

Ask the participants to divide into groups. Tell them the following topics and give them 1-2 minutes to think about them. To facilitate this, write the topics somewhere where the participants can see them.

- Self-awareness and self-efficacy
- Spotting opportunities
- Financial and economic literacy
- Mobilising resources
- Planning and management



04

IMPLEMENTATION: TASK AND PROCEDURES

There are 5 colours in the wheel of luck. Each of these 5 colours has a different topic. In the same colour as these 5 colours, there are note papers with questions such as the sample questions are mentioned below in the lottery box. When the wheel is turned, whichever colour it stops at and whatever the subject title of that colour is, it is said out loud. Any paper of the same colour is drawn from inside the lottery box. The paper is opened and the question written on it is read aloud. The person on the other side is asked to share his/her ideas , knowledge, experience , story etc.

Sample questions:

Self-awareness

- What steps should a person take to increase self-awareness and improve self-efficacy?
- Can you share a few of your strengths and weaknesses in self-awareness and self-efficacy?

Spotting opportunities



- What is the best way to spot opportunities?
- How did you miss the last opportunity you missed? What if you wouldn't miss it?

Financial&Economic Literacy

- With which methods and techniques can a person improve his/her financial and economic literacy?
- Have you ever benefited from digital resources in order to organize financial situations?

Mobilising Resources

- What do you think about the use of self-resources?
- What could be the methods of coping with the use of limited material resources?

Planning and Management

- What kind of approach do you suggest for your employers in terms of management?
- What are your suggestions about personnel planning and management in times of crisis?

05

CONNECTION OF THE TOOL WITH THE SKILL

Raising awareness about some of the self-entrepreneurship competencies and providing different perspectives.

06

RESOURCES NEEDED

Post-it notes, lottery boxes, pens, lucky wheels, whiteboards.

07

REFERENCES

Ezgi YAVUZ



Co-funded by
the European Union



4Talents

Self-motivation

Developed by:





01 Definition



Self-motivation is the main force that drives people to perform different actions or solve problems. In other words, it is what encourages us to move forward. It is a vital skill and a key point of emotional intelligence, one of the personal skills that drives us to achieve our goals and keep moving forward.

Motivation is a dynamic process that allows us to understand what moves people to act in one way or another in pursuit of a goal. It is an unobservable process that acts on a person to initiate and direct their behaviour towards a specific goal. There are motivational techniques that we can apply to motivate ourselves.

Self-motivation emphasises the **SELF** as a subject, learning to direct one's personal power to transform the present and current reality.

02 Objectives



- Understand the main benefits of motivation and how a **positive attitude** is the key to a motivated person.
- To see how self-motivation can benefit one's mood, **self-esteem** and relationship with the environment.
- Learn which elements can **undermine motivation** and how to avoid them.
- Identify the **main characteristics** of a self-motivated person.
- Establish **guidelines to improve** our motivation on a daily basis.



03 How does it work?



Self-motivation will help to better overcome obstacles and provide strength in the face of unfavourable circumstances, as you will be less dependent on your environment to feel satisfied at work.

There are **different ways to practice** self-motivation:

- Do what you are passionate about.
- Look for reasons or motivations based on the things we want.
- Look for reasons or motivations based on things we don't want.
- Seek inspiration from other people.
- Use difficulties as an impetus.



04 How can I get it?



- **Positive thinking** is the most important thing, as it influences every step that can be taken.
- **Keep a daily journal** in which you reflect on the steps you have taken and the achievements you have made, as this will allow you to see what you have achieved in the short term.
- **Imagine yourself achieving your goals** day by day. This is a very effective psychological trick, as you can visualise in your mind the result for several minutes and with a multitude of details.
- **Allow failure**, but without falling into the error of getting used to it, since it is human to fail, but laziness to advance cannot boycott progress.
- **Compete in a healthy way with friends** as it will encourage us to advance faster and motivate us.



- **Prepare the mind for negative moments.** This is a key point. If we are aware of moments of weakness, they can be managed to minimise their impact on our daily progress.
- **Establish a list of reasons to stay motivated.** It is good to write down your motivations on a sheet of paper, so that you can overcome excuses.
- **Have a good counsellor.** Having the support of another experienced person is key to achieving your goals.
- **Discover your true passions.** This is the way to achieve intrinsic motivation, that which we feel for the pleasure of doing something.
- **Be inspired by the little things in everyday life.** The key is to find inspiration in everything.

05 How to develop?

To develop self-motivation, different techniques can be used, among them:

- **Set short-term goals**, either weekly or daily. This will make them easier to achieve than long-term goals.
- **Stay away from toxic or negative people**, as one of the keys to self-motivation is positive thinking.
- **Create areas that provide positive energy**, such as healthy eating, meditation, relaxation, etc.
- **Rewarding achievements**, as this will help to create a more positive attitude for the next goal to be achieved.
- **Try to be constant** and make a continuous effort to overcome obstacles or difficulties.
- **Control impulses**, as they have a negative impact on habits, losing the long-term view of achievements and replacing them with short term ones.
- **Try to enlist the support of others**, because, if we trust our goals, we will get the encouragement and positive stimuli that will expand our positive thinking and motivation.
- **Observe successful people.** This action can have a positive effect on how we perceive our own abilities to perform the same task.
- **Accept failure**, as it is one of the variables that we must assume in order not to give up and try again.



06 Main problem to overcome

There are several factors that impede self-motivation and that should be avoided. The three most important are:

- **One's own way of thinking.** A wrong mindset can put different limits to the understanding of the world, either by beliefs, prejudices or norms, which are not completely in tune with others and do not have to be correct. Thinking, for example, that there are no good people in a certain establishment, or neighbourhood, will make you fail to see that there are also people within it.
- **The comfort zone.** It is a boundary line that we set within our own thinking and that marks the limits within which a person feels comfortable. Having a limited comfort zone will cause a new idea or new experience to cause one to examine whether or not one fits within this comfort zone. The problem with this is that this new experience may be beneficial to the goal being pursued.
- **Past experiences.** Having had certain negative experiences in the past can make one's decisions confusing and dubious, affecting one's self-esteem or self-confidence.

07 References

<https://creatiabusiness.com/ideas-para-aumentar-la-motivacion/>

<https://www.axahealthkeeper.com/blog/la-importancia-de-la-automotivacion-como-automotivarse/>

<https://www.coachingcamp.es/coaching-personal/7-ideas-para-potenciar-la-automotivacion/>

<https://www.modoemprendedor.com/automotivacion/>

<https://hotmart.com/es/blog/como-automotivarse>



TOOL NAME: What is changed?



TIME FRAME

15-20 min



MATERIALS

- images
- Paper
- Pen



GROUP SIZE

2-4

01

OVERVIEW

In this activity, participants must, after viewing an image for 30 seconds, discover which element of the image has disappeared or changed in the next image, which they will also view for 30 seconds. For each correct guess, each participant will add 2 points and for each failure, one point will be subtracted. The participant with the most points wins.

02

DESCRIPTION OF THE TOOL

In this activity, students will have to keep their attention to find the differences from one main picture to the next. There will be five repetitions of the same picture and they will have to find out what has changed from one picture to the next (elements may disappear, new ones may appear or change places). There will be three levels, each one more difficult than the previous one.

03

INSTRUCTION FOR FACILITATORS

This activity should be presented printed on one side, with all pages (in A5 format) bound with top spiral, in order to be able to turn the pages from one image to another and to be able to look better and in order the differences from one image to the next.



For this activity, it will be necessary to motivate participants to observe the environment and maintain a positive attitude during the test. This will make it easier for them to detect changes and focus their attention. As they earn points (equivalent to life achievements), their motivation to accumulate more points will improve.

04

IMPLEMENTATION: TASK AND PROCEDURES

- ✓ You will take the notebook in which the images are sorted by levels.
- ✓ Look at the first picture for 30 seconds and analyse it.
- ✓ After 30 seconds, move on to the next picture and look for the difference.
- ✓ On the next page you will find the solution and the next picture, in which another element will have changed. Whoever gets it right adds two points, whoever gets it wrong subtracts one point and whoever finds no difference neither adds nor subtracts.
- ✓ The three levels will be completed and whoever accumulates the most points at the end will be the winner of the game.

05

CONNECTION OF THE TOOL WITH THE SKILL

Thanks to this activity, participants will gain extra motivation by scoring points for each correct picture. These points will make them see that short-term goals are easy to achieve and that these goals can lead them to a bigger and more distant achievement, which would be represented by the triumph at the end of the game. Each time points are scored, the positive outlook and ability to achieve goals will be reinforced. This positive attitude is key to motivation and will keep them focused on the activity, which shows how important it is to achieve the goals they have set for the future, both in their professional, academic and personal life. Consistency, positive attitude and concentration will be key. Likewise, the failures or lack of response would simulate the obstacles that we can find in the development of our objective and that can be overcome by striving for new achievements, without having to give up because of the first obstacle they find.



06

RESOURCES NEEDED

- notebook with modified images on each page. (Annex 1).
- Paper.
- Pen.

07

REFERENCES



TOOL NAME: Monosmily



TIME FRAME

20 – 30 minutes



MATERIALS

- Game board
- Dice
- 4 coloured counters



GROUP SIZE

2-4

01

OVERVIEW

This game will encourage positive thoughts and comments from the participants to themselves and their partners, as an open and positive mind will always be more motivated and have higher self-esteem.

02

DESCRIPTION OF THE TOOL

This game is based on traditional board games such as Monopoly, in which players have to get to the final square to win and during the game, they will have to answer a series of questions that encourage positive thinking and motivation of the participants.

03

INSTRUCTION FOR FACILITATORS

It is important that all participants answer all questions. Anyone who does not want to answer a question can be penalised, for example by not rolling a die for one turn, but this is left to the group trainer to decide.

Optimism and a sense of humour should be encouraged with the answers to develop positive thinking and motivation.



04

IMPLEMENTATION: TASK AND PROCEDURES

The game is the traditional board game of squares and dice, for four players. Everyone starts from square 1 and rolls once each turn. On each falling square, players must answer the question on the board. For some answers, it is not necessary to use transcendental or elaborate answers, such as the best time of the weekend. For example, it could be Sunday morning coffee.

If there are two squares left to reach the final, count two and turn the rest (3) backwards until the number on the die matches the number of places left to win the game.

05

CONNECTION OF THE TOOL WITH THE SKILL

With this tool we will repeatedly manage to foster positive thoughts in the minds of the participants. These positive thoughts will make them feel good and actively motivate them to achieve the goal of winning the game. Thanks to some boxes that will affect the rest of the players, they will be made to share these thoughts about their immediate environment. y Improve the perception that others have of oneself, improving self-esteem and motivation.

06

RESOURCES NEEDED

- ✓ Game board. (Annex 1).
- ✓ Dice.
- ✓ Four coloured counters.

07

REFERENCES



Co-funded by
the European Union



4Talents

Creativity

Developed by:





01 Definition



Creativity is an ability to think outside the established margins, finding new solutions to problems and generating new ideas. It is the set of aptitudes linked to the personality of the human being that allow him/her, starting from a previous information or stimulus, to solve problems with originality and efficiency through a series of processes in which the information is transformed.

02 Objectives



The main objectives of creativity, in terms of decision-making, would be the following:

- **Improve self-esteem.** It is one of the best ways to grow as a person and gain confidence, as it provides solutions to the problems that arise on a daily basis.
- **Modulate the response to stress,** responding to it in a more flexible way.
- **Develop communication.** It will help by getting ideas flowing through activities that can be interesting.
- **Improve interpersonal relationships.** It allows to integrate in a more satisfactory way in their social environment.
- **Increase the ability to adapt to the environment.** It is an optimal way of adapting to changes in their environment.
- **To get out of the routine,** allowing small changes at a personal level.
- **Feeling useful.** As simple as a goal may be, you will achieve a feeling of usefulness.



03 How does it work?



Creativity has different phases:

1. **Preparation.** In this phase, you will recognise and analyse the situation that affects you in a moment of tension in which frustration may arise when trying to achieve a goal. Here, the most important thing will be to find the way to achieve the objective you have in mind among the options you are thinking about.
2. **Incubation.** In this phase it is necessary to step back from the problem and look at it from a different perspective, as this will make it easier to achieve the goal.
3. **Intuition.** You become aware of the idea and connect all the elements and find the way to the achievement of your goal.
4. **Enlightenment.** The resolution will appear out of the blue, when the ideas are clear and begin to make sense. This is the phase of greatest enthusiasm and motivation, but not the end of the process.
5. **Evaluation.** In this phase we analyse whether or not the conclusion we have reached is good enough to achieve the objective. It is necessary to evaluate it and, if necessary, make modifications.
6. **Execution.** This part will be the most complex of all, as many doubts and insecurities will arise, but for an idea to work and have an impact, it is necessary to execute it.

04 How can I get it?



There is a common misconception that creativity is an "innate talent". On the contrary, it is a skill and, like any other skill, it can be developed throughout our lives. A person can learn to be creative at any time.

When we are children, we create things out of nothing and our imagination is unreachable and incalculable, but by not fostering this ability, it is gradually lost. There



are certain habits that are easy to carry out in our daily lives that can help us to be creative:

- **Read**, mainly fiction works that let our imagination run wild.
- **Write** down interesting things that happen to us in our daily lives.
- **Think and try to visualise** the future and the projects we have in mind.
- **Be alert** to external stimuli.
- **Rest your mind** for a while each day away from technology.
- **Maintain order** in the place of work or study.
- **Surround** yourself with people who are considered creative.

05 How to develop?

There are different techniques with which creativity can be developed, such as:

- Finding different uses for the same object.
- Recording scripted short films, encouraging freedom of expression.
- Brainstorming. Looking for solutions to real or fictitious problems.
- Creative photography, which can be done with a mobile phone.
- Plastic techniques, such as painting or handicrafts.
- Creating your own customised clothes and accessories with recycled materials.

06 Main problem to overcome

There are a number of factors that negatively affect our creativity, obstructing it in many cases:

- **Perfection.** The obsession to achieve it will take more time planning the steps to follow and increase the possibility that it will never be done.
- **Lack of focus.** You have to give your full attention to the project you have in mind, trying not to deal with several projects at the same time.



- **Fear of criticism.** This is one of the worst enemies of creativity. Consider negative and positive criticism as a way to validate an idea.
- **Routine.** Doing the same thing every day in a mechanical way can kill creativity.
- **Fear of failure.** If you think there is a chance of failure, you are not likely to try.
- **Tiredness.** A tired mind will never be creative.
- **Pressure.** When it comes to creative and effective ideas, it is best to give a little more time and not to push.

07 References



<https://www.cesuma.mx/blog/que-es-la-creatividad-y-como-estimularla.html>

https://programas.cuaed.unam.mx/repositorio/moodle/pluginfile.php/166/mod_resource/content/1/la-creatividad/index.html

[https://www.tribalius.com/como-funciona-la-creatividad/#Que es la creatividad](https://www.tribalius.com/como-funciona-la-creatividad/#Que_es_la_creatividad)

<https://mejorconsalud.as.com/tips-mas-creativos/>

<https://espaciopsicofamiliar.es/desarrollar-la-creatividad-educacion-secundaria/>

<https://www.optimaweb.es/creatividad-marketing/>



TOOL NAME: Cards of destiny



TIME FRAME

30-45 minutes
per group



MATERIALS

➤ Pack of cards



GROUP SIZE

1-6

01

OVERVIEW

In this activity, we will develop the creativity of the participants by creating a character or several characters that will be given a characteristic, a problem and a goal.

02

DESCRIPTION OF THE TOOL

Three packs of cards will be used for this activity. On the first one, a character or a skill to take on will be written. On the second, a problem to deal with, and on the third, a goal to reach. Participants will draw a card and will have to act out the scene as if it were a play.

03

INSTRUCTION FOR FACILITATORS

This activity can be done individually, although it is advisable to do it in a group of up to 6 people maximum. The spokesperson of the group should take a card of each type and



with it they have 15 minutes to establish the roles of each person and how to face the problem and achieve the objective.

As the cards come from different sources, the story to be told may be absurd or comical. In this case, the participants should be encouraged to develop the idea in the way they consider, even generating a comedy, as the important thing is to create a story, not that this story is real, as this will also associate creativity with a positive mentality.

04

IMPLEMENTATION: TASK AND PROCEDURES

There are three types of cards, a red role card, a blue problem card and a yellow objective card. Three cards will be made, one of each colour, after shuffling them and mixing them well.

Groups of up to six people will be formed and the spokesperson will take a card from each cue, so that they have a role, a problem and an objective to develop.

They will have fifteen minutes to think about the strategy to develop and how they will achieve the objective and solve the problem. The roles of each person in the story will be distributed and scripted.

Once this time has elapsed, the story will be presented in a dramatized way in which each participant in the group will play a role.

05

CONNECTION OF THE TOOL WITH THE SKILL

Thanks to this activity, participants will be able to develop creativity by focusing on developing a plan to solve a problem and achieve a goal. To do so, they will have to follow the main steps such as preparation, incubation, intuition, illumination, evaluation and execution during the 15-minute period they will have to think about the development of the activity.

Having to face a new activity, which may even be a little crazy thanks to the cards they choose, will help them develop this skill and will help them to face new problems in their day-to-day life.



06

RESOURCES NEEDED

Pack of cards (Annex 1).

07

REFERENCES



TOOL NAME: The viewpoint



TIME FRAME

15 minutes
per group



MATERIALS

➤ Pack of cards



GROUP SIZE

1-12

01

OVERVIEW

In this activity, we will develop the creativity of the participants by interpreting different everyday scenes from an emotional point of view that is predetermined by the cards chosen.

02

DESCRIPTION OF THE TOOL

Two packs of cards will be used for this activity. On the first one, an action of everyday life will be described, such as making a journey, missing the bus or buying food in a take-away food shop. In the second one, there will be an emotion, way or feeling with which to represent the situation, e.g., with enthusiasm, with sadness, in a lyrical way... Participants will take one card from each card and will have to act out the scene on the first card and will have to develop it in the way indicated on the second card.

03

INSTRUCTION FOR FACILITATORS

The participants are divided into different groups.

The spokesperson of each group will take one card from the "action" cue and one from the "mode" cue.



During 5 minutes you will decide privately how to present the action to the rest of the participants.

A short presentation will be made to the rest of the participants.

The first one to get the action and the mode right will get the score of the cards (the more complicated cards will have a higher score).

The team with the most points will win.

04

IMPLEMENTATION: TASK AND PROCEDURES

This activity will be carried out as a group, with the members having to agree on how to represent the action so that it is as credible as possible. To do this, the spokesperson of the group should take one card of each type and they will have only 5 minutes to divide the roles and think about how to express the emotion or the way in which it is carried out.

The first group of cards will be designated as the action, and the second will be designated as the mode.

Once the scene has unfolded, the rest of the groups will have to guess the action performed and the emotion or mode represented, and the first to guess correctly will receive the points that appear on each card.

05

CONNECTION OF THE TOOL WITH THE SKILL

With the development of this tool, participants will manage to develop creativity by focusing on the creation of a character with a pre-established emotion that has to carry out a specific action, and expose it in a way that is understood without saying the action or the emotion that they are developing. They also have to decide the best way to express the action so that the rest of the groups understand the activity they have performed.



06

RESOURCES NEEDED

Two packs of cards (Annex 1)

07

REFERENCES



Co-funded by
the European Union



4Talents

Self- organisation

Developed by:





01 Definition



Self-organisation. Time management - is the planning and systematic execution of planned tasks to achieve a predetermined goal. According to L.J. Seiwert, time management is "the consistent and goal-oriented application of proven work techniques in practice in such a way that the management of oneself and one's environment is effortless and the time available is used sensibly and optimally".

Time management is the key to success. It has an important function in the context of organising one's life, work, planning tasks and carrying out multiple projects simultaneously. Good self-organisation promotes a better life and the completion of more tasks.

02 Objectives



By learning efficient self-organisation and good time management, you will gain a great deal. These are aspects that affect every area of your life and are very developing:

- more efficient work
- more restful sleep
- more time for passion
- more time for relationships, relationships, family
- better balance in daily life
- satisfaction with yourself and your life



03

How does it work?



Good time management is about planning your day in such a way that you do everything that is most important to you, develop yourself, do extra tasks and find time for yourself. It's about getting your work tasks done seamlessly and not feeling like you've wasted your time when the day is over.

Therefore, if we consider what good time management means, it can be considered to be about making the best use of our hours in the day - both at work and in our private lives. Proper organisation allows us to perform our duties at a satisfactory level and find time to relax. If we learn to manage our time, we may find that the comfort of our lives improves considerably!

By organising our time well, we can see how much time our tasks actually take up. We may find that we are procrastinating on something all day long, while only spending a total of two hours a day on it.

Organising your time is also beneficial for people who often forget things, find it difficult to focus on one task, have a faint enthusiasm for something, or are unable to set a goal - learning to manage their time can help them with their day-to-day responsibilities and development.

04

How can I get it?



The self-organisation of work can be different for everyone. The final scheme developed is the result of our own testing and experience. Well-known time management techniques focus on stages such as:



1. Setting goals - specific and measurable
2. Planning - We set priorities and time implications. We determine what needs to be done and when it needs to be done.
3. Decision-making - We decide which key tasks need to be done first and which can wait.
4. Implementation - This is the time to put previous plans into practice.
5. Monitoring - This is the evaluation stage of the whole project. We check that our time management process has done its job and that the objective has been achieved.

05 How to develop?



- Use tested and practical methods to manage yourself in time.
- Build your unique 'productivity system' to suit your needs.
- Look for the right tools and apps that will serve you, streamline and make your work easier.
- Work on your personal effectiveness and maintaining balance between all areas of your life.
- Continually learn, develop your methods and improve your time management.
- Have a healthy distance and remember that mistakes happen to everyone.

Try to follow recommended rules such as:

The "60:40" rule

Plan only 60% of your time. By doing so, you leave yourself 40% for any unexpected circumstances, which often happen and then cause you stress. And if they don't happen? Then you have time for yourself.

The Golden Hour Rule

Set a time when you block access to yourself - mentally and physically. Let no one absorb your attention. A time when you cannot be contacted by email, phone or in person. You also disappear from Facebook and free yourself from all notifications. You then focus on completing your tasks without unnecessary distractions.

ABC prioritisation system

A - tasks you need to do.

B - tasks you should complete.



C - tasks you can do, but only after you have completed A and B.

Time management - sort activities according to their importance and urgency

This is a very simple technique to help you plan your time. According to its principles, all tasks can be assigned to one of 4 categories:

- important and urgent;
- important but not urgent
- unimportant but urgent;
- unimportant and non-urgent.

06 Main problem to overcome

Time killers

It is one of the main reasons we are disorganised and we waste a lot of hours. Each of us is distracted by something different but most often it is the phone, notifications and a short memory. Self-organisation combined with self-discipline should help us deal with these problems.

What are the most popular time killers?

- social media
- constantly checking email
- dog
- games
- phone
- music
- talkative colleagues and noise
- too many things on your mind



- hunger and thirst
- disorganised space
- lack of planning
- much more

07 References



<https://avigon.pl/blog/efektywne-zarzadzanie-czasem-jak-robic-z-glowa-metody-i-techniki>

<https://mariusztomaszewski.pl/blog/zarzadzanie-soba-w-czasie/>

<https://www.c-and-a.com/pl/pl/shop/zarzadzanie-czasem-na-studiach>

<https://www.gowork.pl/poradnik/17/rozwoj-osobisty/zarzadzanie-czasem-jak-planowac-zadania-poznaj-techniki/>

https://mfiles.pl/pl/index.php/Zarz%C4%85dzanie_czasem

<https://dawidharacz.com/efektywne-zarzadzanie-czasem>

<https://myslepozytywnie.pl/publikacje/scenariusze-ponadpostawowa/Mysle%20pozytywnie%20scenariusze%20-%20zarzadzanie%20soba%20w%20czasie.pdf>

<https://jerzykostowski.pl/jak-zarzadzac-czasem-test-i-6-cwiczen-do-wykonania/>

<https://poradnikprzedsiębiorcy.pl/-dlaczego-dobre-zarzadzanie-czasem-jest-tak-wazne>



TOOL NAME: Organised chairs



TIME FRAME

30-60minutes



MATERIALS

- Chairs
- Whiteboard and pen



GROUP SIZE

Any type of group

01

OVERVIEW

Self-organisation - is the planning and systematic execution of planned tasks to achieve a predetermined goal, it is "the consistent and goal-oriented application in practice of proven work techniques in such a way that the management of oneself and one's environment is effortless and the available time is used sensibly and optimally".

Good self-organisation is the key to success and promotes a better life and the completion of more tasks.

It is important to know what problems may come up and how to deal with them effectively.

02

DESCRIPTION OF THE TOOL

The Organised Chairs exercise, helps the team experience what self-organisation is all about. The rules are quite simple. Participants in the game sit on chairs placed irregularly around the room. One chair is empty. Participants have the task of not letting the activity leader sit on the empty chair for 1 minute. They can change their seat to do this. They may not use force against the leader. If someone gets up from a chair, they may not sit down in the same chair they got up from until they have first sat down in another chair. If the leader manages to sit in a chair before one minute has elapsed, the leader wins that round. The team then considers together what to change in their strategy and makes another attempt. They repeat until they succeed.



03

INSTRUCTION FOR FACILITATORS

Facilitators must first explain the rules of the game to start the exercise. Next, it is important to monitor the whole game and effectively try to occupy a vacant chair, and finally, the brainstorming stage must be done well.

In case of questions, facilitators can support the players and answer questions. During the group work phase, the facilitator makes sure that it takes place in a calm atmosphere that allows the players to concentrate and focus on the answers. During the game, facilitators must remind players to treat each other with respect, encourage them to listen to each other, express their opinions and learn from each other.

04

IMPLEMENTATION: TASK AND PROCEDURES

STEP 1: Explain the rules of the game and prepare the chairs

STEP 2: Start the game, monitor the game and point out mistakes.

STEP 3: Give the group time to plan winning strategies

STEP 4: Keep pointing out mistakes in the organisation as well as in the implementation of the plan in order to generate more ideas and interaction

STEP 5: At the end of the fight for the free chair, it is time to summarise the mistakes and review the good ideas. Write them down on the board in two columns.

STEP 6: Think together how to transfer the good organisational ideas into your everyday life and how to eliminate the mistakes that appeared during the game.

05

CONNECTION OF THE TOOL WITH THE SKILL

During the workshop, participants will experience that self-organisation is not an easy process. A lot of self-organisation mistakes may be made in the implementation of the game - it may be that participants panic; fail to implement the strategy they adopt, or fail to notice their inconsistencies. It can also be a problem if they throw around an



overload of ideas; fail to review the strategy changes they are making; and fail to look at how they are searching for a solution. All of this will be discussed in the summary along with brainstorming how to deal with it. This will provide participants with a ready guide to better self-organisation.

06

RESOURCES NEEDED

No further material is needed.

07

REFERENCES

<https://agilepoznaj.org/2017/03/19/doswiadczy-samoorganizacji/>

<https://avigon.pl/blog/efektywne-zarzadzanie-czasem-jak-robic-z-glowa-metody-i-techniki>

<https://mariusztomaszewski.pl/blog/zarzadzanie-soba-w-czasie/>

<https://www.c-and-a.com/pl/pl/shop/zarzadzanie-czasem-na-studiach>

<https://www.gowork.pl/poradnik/17/rozwoj-osobisty/zarzadzanie-czasem-jak-planowac-zadania-poznaj-techniki/>



TOOL NAME: Time killers



TIME FRAME

30-60minutes



MATERIALS

- Large sheets of paper
- Board with magnets
- Pencils



GROUP SIZE

Any type of group

01

OVERVIEW

Time management - is the planning and systematic execution of planned tasks to achieve a predetermined goal. According to L.J. Seiwert, time management is "the consistent and goal-oriented application of proven work techniques in practice in such a way that the management of oneself and one's environment is effortless and the time available is used sensibly and optimally".

Time management is the key to success. It has an important function in the context of organising one's life, work, planning tasks and carrying out multiple projects simultaneously. Good self-organisation promotes a better life and the completion of more tasks.

Time killers

It is one of the main reasons we are disorganised and we waste a lot of hours. Each of us is distracted by something different but most often it is the phone, notifications and a short memory. Self-organisation combined with self-discipline should help us deal with these problems.

02

DESCRIPTION OF THE TOOL

The game involves participants writing out the time killers that come to their minds. This is the first stage of brainstorming and group exchange.



Then, by voting and discussing reasons, the group selects the top 3 from all the points they have written down.

This is followed by an exchange of cards between the groups and the second stage of brainstorming, which consists of coming up with ideas and tactics on how to deal with popular time-killers. This is followed by a stage of effective communication, teamwork and an element of problem solving and creativity. Each participant can share their ideas and valuable real-life advice, any other participant in the game can be inspired by the life hacks from others.

03

INSTRUCTION FOR FACILITATORS

Facilitators must first divide the players into teams and explain the first steps to start the game. Then it is important to monitor the whole game and implement the next steps keeping an eye on the timeframe. In case of questions, facilitators can support the players and answer questions. However, it is recommended that they do not interfere in the game and allow the young adults to solve the tasks themselves. Throughout the game process, facilitators can only intervene if necessary. The group work phase must be conducted in a calm atmosphere that allows the players to concentrate and focus on the solutions. During the game, facilitators must remind players to treat each other with respect and encourage them to listen to each other and learn from each other.

04

IMPLEMENTATION. TASK AND PROCEDURES

STEP 1: Divide everyone into groups. It can be 2 groups or much more. Tailor it to your participants.

STEP 2: Distribute sheets of paper and a pen to the groups. Ask them to identify a group leader.

STEP 3: The group has the task of writing down time killers. Time for this task is 10-15 minutes, but monitor the groups' commitment and ingenuity. Shorten/extend the time if necessary.

STEP 4: Ask the groups to vote for the top 3-time killers and highlight them significantly on the paper.

STEP 5: Exchange sheets of paper between groups.



STEP 6: After receiving a piece of paper with time killers from another group, members are asked to think of ways to deal with the top 3-time killers highlighted. The ideas are to be written down on the sheet of paper received. Time for this task is 10-15 min, but monitor the commitment and ingenuity of the groups. Shorten/extend the time if necessary.

STEP 7: Ask the group leaders to present the written information on the sheet with a demonstration of ideas for dealing with popular problems.

STEP 8: Ask for feedback. Encourage others to add further ideas.

05

CONNECTION OF THE TOOL WITH THE SKILL

The task is to strengthen the skills to deal with the time killers that cause our de-organisation. Self-organisation and good time management requires discipline and dealing with distractions from the most important tasks. The exercise provides a number of benefits and inspiration for action. It also teaches you to communicate effectively and talk to others about your problems. By becoming aware of our own weaknesses, we are able to start fighting them effectively and overcome them with well-chosen methods and a plan, which this exercise will show us.

05

RESOURCES NEEDED

No further material is needed



05

REFERENCES

<https://myslepozytywnie.pl/publikacje/scenariusze-ponadpostawowa/Mysle%20pozytywnie%20scenariusze%20%20zarzadzanie%20soba%20w%20czasie.pdf>

<https://jerzykostowski.pl/jak-zarzadzac-czasem-test-i-6-cwiczen-do-wykonania/>

<https://poradnikprzedsiębiorcy.pl/-dlaczego-dobre-zarzadzanie-czasem-jest-tak-wazne>

<https://avigon.pl/blog/efektywne-zarzadzanie-czasem-jak-robic-z-glowa-metody-i-techniki>



Co-funded by
the European Union



4Talents

Defining a career path

Developed by:





01

Definition



Defining a career path. Career paths are an important part of every employee's working life. We can understand the term 'career path' as the path an employee travels in reaching intended career goals or the successive positions and functions taken in a career. It can also be interpreted as a career plan. A career is understood as an individual scenario of working life, which includes different aspects of activity. Career path planning can take place at different stages of working life and different types of career can be taken.

Everyone should have the opportunity for continuous improvement, development, to fulfil their professional aspirations.

02

Objectives



Why define your career path?

- faster development and better results,
- clearly defined goals
- higher job satisfaction
- possibility of getting a better job
- knowledge of your strengths and weaknesses
- the opportunity to improve your skills



03 How does it work?



An important aspect of career planning is to take a broad view of oneself in the context of future positions. If we do not have precise plans for our career, it is necessary to constantly monitor the situation on the labour market and to adapt skilfully to it. Keeping up with the dynamics of the market may require a change of study profile. If such a change is out of the question, it will be useful to participate in various types of training or courses that broaden our competences in areas of knowledge that are currently in demand. The unquestionable advantage of such a solution is that the main direction of education is not disturbed.

The basic principle of career planning is to have a clear vision of what you want to do and what you want to achieve. It is hard to imagine building a house without a detailed project or travelling by plane from Warsaw to London without precise navigation. What sets successful people apart is the ability to be clear about their goals and career planning.

04 How can I get it?



In creating a career planning strategy, it is important to start with an honest reflection on oneself. Self-analysis will enable you to choose the right life and career goal, in line with your aspirations and beliefs.

- **Goals:** what you would like to achieve in life, who you would like to be, what is the most important thing you would like to do in the future, what is your dream profession, how do you see yourself in 5/10/20 years;



- **Values:** identify what is most important to you, what values you hold, what principles you follow in life, what you would not give up, what you value in particular
- **Interests:** what are your hobbies, what do you like to do, why are these things passionate to you, what types of situations and tasks motivate you, in which environment do you feel most comfortable;
- **Skills:** what skills do you have, what are you good at, how do you work in a team, do you have leadership skills, can you solve problems effectively, are you adaptable to change, are you flexible, do you network easily, can you work under stress, etc.?
- **Competences:** what kind of education you have and in what field, what computer programmes you use, what foreign languages you speak and to what extent, whether you have any certificates proving your skills;
- **Your working environment:** do you prefer to work from home or not, would you like to be in contact with clients or not, do you find it easier to achieve your goals working alone or in a team, do you prefer to make your own decisions and be responsible for them or do you prefer others to make them for you, what motivates you to work, are you willing to travel, do you like taking risks, etc.?

05 How to develop?

There are many ways to find your ideal career path, some of which are:

- Taking advantage of apprenticeship and traineeship offers in your area
- Taking career aptitude tests. Solving it will give you a suggestion as to what type and mode of work is most compatible with your character and skills.
- Trying your hand at casual work. This way, you will not only get a cash boost, but you will also find out if any of these jobs are right for you.
- Reviewing offers for junior positions where you can handle a variety of tasks and work with several departments. This way you will get an idea of what kind of occupation you enjoy the most.



06

Main problem to overcome



- Look for positive ways to introduce news, plans and changes, rather than focusing on the negatives and making excuses (say 'yes' rather than 'no' as a first instinct)
- Adapt quickly and easily to changes and new ways of working
- Make suggestions to enhance learning and change
- Show a willingness to learn new methods, procedures or techniques
- Change your priorities in response to the demands of the situation
- Bounce back from failures and maintain a positive attitude

07

References



<https://zawodowcy.org/sciezki-kariery/>

https://mfiles.pl/pl/index.php/%C5%9Acie%C5%BCka_kariery

<https://kiiiky.com/pl/Oferty-pracy/%C5%9Bcie%C5%BCka-kariery/>

<https://poradnikpracownika.pl/-sciezka-kariery-jak-ja-skutecznie-budowac>

<https://www.metis.pl/content/view/2776/30/>

<https://zarobki.pracuj.pl/porady-zarobkowe/stworz-sciezke-kariery-zawodowej-w-6-krokach>

https://www.naviguide.net/handbooks/Handbook_PL.pdf

https://www.wup.pl/images/uploads/IV.DLA_BEZROBOTNEGO/a.CLIPKZ_poradnictwo_zawodowe/V.do_pobrania/Pakiet_educacyjny_wspieraj%C4%85cy_prac%C4%99_doradc%C3%B3w_zawodowych_ABK.pdf



TOOL NAME: From talent to career



TIME FRAME

45-60minutes



MATERIALS

- sheets of paper
- pens
- game board + dice + pawns



GROUP SIZE

minimum 4

01

OVERVIEW

We can understand the term 'career path' as the route an employee takes to achieve career goals or successive positions and functions held at work.

At the beginning of one's path, it is a good idea to verify and identify one's talents and skills in order to know what sectors we can go into.

A career is understood as an individual scenario of professional life, which includes various aspects of activity.

Everyone should have the opportunity to continuously improve, develop, expand their knowledge and realise their career aspirations.

02

DESCRIPTION OF THE TOOL

The game is about identifying strengths and talents that can be used in a career path. Participants are given time to think about and write down 5 attributes that will make them realise what they are good at, what works for them, what they can benefit from.



The game is then followed by time for integration, moments of fun and competition by having opposing teams guess which trait belongs to which person. This is followed by a culmination in which players match professions according to their opponents' skills. This is intended to provide inspiration and ideas for developing a career path.

03

INSTRUCTION FOR FACILITATORS

Facilitators must first divide the players into teams and explain the first steps to start the game. Then it is important to monitor the whole game and implement the next steps, keeping an eye on the timeframe. In case of questions, facilitators can support the players and answer questions. However, it is recommended that they do not interfere with the game and allow the young adults to find solutions on their own. Throughout the game process, facilitators can only intervene if necessary. The group work phase must take place in a calm atmosphere that allows the players to concentrate and focus on the answers. During the game, facilitators must remind players to treat each other with respect and encourage them to listen to and learn from themselves.

04

IMPLEMENTATION: TASK AND PROCEDURES

STEP 1: Divide the participants into teams. Each team must have a minimum of 2 people. Distribute sheets of paper, pens and lay out the game board with the pawns and dice.

STEP 2: Ask participants to write down 5 of their talents/strengths/professional qualifications on a piece of paper each. These qualities must be different in each participant of one team. It could be knowledge of a foreign language, driving licence, educational background, etc. The qualities should be written in mix sequences to make it difficult for the opposing team to guess.

STEP 3: Now is time for the game. The game is started by the team that has thrown the lesser number of eyes on the dice. The game spins like the hands of a clock. The team that starts the game asks the team to its left to read out one attribute from all those written down. Then team guess who the skill belongs to. If they guess they can roll the dice and move forward on the board.

STEP 4: The team that guessed which person the skill given belongs to has the chance to move forward another step. The second step of the game is to give 3 professions to



which the given talent/skill/trait can be matched. If they succeed in giving 3 professions they can roll the dice again and move forward.

STEP 5: Change teams clockwise.

STEP 6: The team that reaches the finish line first wins.

05

CONNECTION OF THE TOOL WITH THE SKILL

The exercise helps players identify their talents and strengths. It is the first step towards developing a career path. Then, through the game, participants open up and get to know each other. The culmination of the game indicates professions that can be taken up by having qualities like the players. This is very inspiring and shows the players a range of possibilities and ideas for arranging their career path.

06

RESOURCES NEEDED

A game board is needed. Use the one that is included with the other exercises for the 4 Talents project.

07

REFERENCES

https://www.wup.pl/images/uploads/IV.DLA_BEZROBOTNEGO/a.CLIPKZ_poradnictwo_zawodowe/V.do_pobrania/Pakiet_educacyjny_wspieraj%C4%85cy_prac%C4%99_doradc%C3%B3w_zawodowych_ABK.pdf

<https://zawodowcy.org/sciezki-kariery/>

https://mfiles.pl/pl/index.php/%C5%9Acie%C5%BCka_kariery

<https://kiiky.com/pl/Oferty-pracy/%C5%9Bcie%C5%BCka-kariery/>



TOOL NAME: Unlucky



TIME FRAME

45-60minutes



MATERIALS

- big sheets of paper
- pens
- coloured cards



GROUP SIZE

minimum 4

01

OVERVIEW

In refining your career path, in addition to identifying your talents and strengths, you should also identify your disadvantages and bad points and fight against them. Everyone has the opportunity to develop and this can go in different directions. It is worth focusing on neutralising one's 'unlucky' traits in order to spread one's wings even better and gain confidence.

Whether you are just starting out or already have a job is irrelevant, but you want to start all over again. The first and fundamental thing you should start with is having an honest conversation with yourself. The career path and its foundation are based primarily on self-awareness. Knowing your strengths and weaknesses, being aware of your strengths and areas for development, will allow you to make the right decisions when planning your next steps.

02

DESCRIPTION OF THE TOOL

The game is about identifying your disadvantages, weaknesses and finding solutions to eliminate them and be able to develop your career path.



Participants are given time to reflect and write down 3 characteristics that stand in their way of developing their career path. This is about something they would like to change in themselves or a change would be appreciated from an employer.

There is a moment of fun and integration in the game and a moment of creativity during a role-play with the chosen bad attribute.

This is followed by the most important moment of the game, i.e. finding ways to deal with our faults in order to become better people and employees every day by small steps.

03

INSTRUCTION FOR FACILITATORS

Facilitators must first divide the players into teams and explain the first steps to start the game. Then it is important to monitor the whole game and implement the next steps, keeping an eye on the timeframe. In case of questions, facilitators can support the players and answer questions. However, it is recommended that they do not interfere with the game and allow the young adults to find solutions on their own. Throughout the game process, facilitators can only intervene if necessary. The group work phase must take place in a calm atmosphere that allows the players to concentrate and focus on the answers. During the game, facilitators must remind players to treat each other with respect and encourage them to listen to and learn from themselves.

04

IMPLEMENTATION: TASK AND PROCEDURES

STEP 1: Divide the game members into teams of at least 2 people. Distribute sheets of paper, pens and coloured cards.

STEP 2: Ask the teams to draw an "unlucky person" on a large sheet of paper and give him/her a name.

STEP 3: On coloured slips of paper, the players are asked to write their disadvantages/obstacles to creating their dream career path.

STEP 4: Teams are to choose 3 features from their "unlucky person", which they will act out in scenes showing life at work.

STEP 5: The other teams guess which trait is being played out. The first to guess wins a point.



STEP 6: After guessing the trait, the teams have to think of 3 methods to deal with the problem, if they come up with a solution they score a point. The methods cannot be repeated and the teams say one idea at a time. The order changes in each round.

STEP 7: The team with the most points at the end of all rounds wins the game.

05

CONNECTION OF THE TOOL WITH THE SKILL

The exercise helps players identify their obstacles to building their dream career path. This is an important step to empower themselves in the labour market. Then, through the game, the participants open up and get to know each other. The game culminates in pointing out solutions and tips on how to deal with their own disadvantages and try to be a better employee. This is very inspiring and shows the players a range of possibilities and ideas to improve their career path.

06

RESOURCES NEEDED

No further material is needed

07

REFERENCES

[https://www.wup.pl/images/uploads/IV.DLA_BEZROBOTNEGO/a.CLIPKZ_poradnictwo_zawodowe/V.do_pobrania/Pakiet edukacyjny wspieraj%C4%85cy prac%C4%99 doradc%C3%B3w zawodowych ABK.pdf](https://www.wup.pl/images/uploads/IV.DLA_BEZROBOTNEGO/a.CLIPKZ_poradnictwo_zawodowe/V.do_pobrania/Pakiet_educacyjny_wspieraj%C4%85cy_prac%C4%99_doradc%C3%B3w_zawodowych_ABK.pdf)

<https://poradnikpracownika.pl/-sciezka-kariery-jak-ja-skutecznie-budowac>

<https://www.metis.pl/content/view/2776/30/>

<https://zarobki.pracuj.pl/porady-zarobkowe/stworz-sciezke-kariery-zawodowej-w-6-krokach>

https://www.naviguide.net/handbooks/Handbook_PL.pdf



4Talents Training the Trainers Handbook



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.