CITIZENS X ELERATOR

SELF REGULATION
Activity 1: Who am I?

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Who am I?
LifeComp Skill approached	☒ Self-regulation ☐ Flexibility ☐ Well-being ☐ Empathy ☐ Communication ☐ Collaboration ☐ Growth mindset ☐ Critical thinking ☐ Managing learning
Duration[1]	30 min
Type of activity	Self Reflection – Who am I?
Short description	This is a self-reflection activity that helps people to become aware of their own characteristics, which might be useful for them to recognise their own emotions, thoughts and behaviours when facing difficult situations. This activity is important because it is easier to recognise the qualities in others.
Objectives	• Promote self-awareness and self-esteem
Setting[2]	• 1 facilitator • 1 small room with chairs displayed in a circle • Mirror For face-to-face implementation • Pen and paper For online implementation • White board
Facilitators' Tips[3]	It is important that participants choose different adjectives for different people. At the end of the activity, it is important to explain the human brain's ability to recognise only things it really knows or has been aware of in its experience.
Step by step	1. The facilitator distributes pen and paper or presents a online whiteboard for the participants to write on

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

	2. The facilitator asks the participants to take a sheet of paper (or in an online board if the activity is performed online) and write down 1 or 2 qualities that they appreciate most in people close to them: family, friends, historical or imaginary characters from the past or present. 3. Then, the facilitator asks the participants to reread those adjectives, explaining that the human brain is only able to recognise things it has known or experienced 4. The facilitator explains that most of the characteristics that we appreciate in others, we actually already possess, some in greater quantities, some in smaller quantities. 5. The facilitator asks the participants to re-read these qualities in front of a mirror, while looking at yourself, with the statement: I AM …(adjectives)
Debriefing	● Did you discover new characteristics about yourself? ● How do you feel when you realise that you are full of positive qualities? ● In what way do you think that this self-awareness can help in everyday life?
References	https://www.lyk-z.no/en/

SELF REGULATION
Activity 2: Crossroads

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Crossroads
LifeComp Skill approached	☒ Self-regulation ☐ Flexibility ☐ Well-being ☐ Empathy ☐ Communication ☐ Collaboration ☐ Growth mindset ☐ Critical thinking ☐ Managing learning
Duration[1]	30 min
Type of activity	Group activity
Short description	This activity helps participants to understand that setting priorities and being organised helps us to deal with difficult situations and become self-regulated, particularly in stressful situations or in situations where we feel overloaded.
Objectives	• Promote stress management
Setting[2]	• 1 facilitator • 1 small room with chairs displayed in a circle • Pen, paper, post-it, flipchart
Facilitators' Tips[3]	The facilitator can decide if the exercise can be performed in pairs or in groups. For example, for online formats, it can be easier to perform the activity in pairs, by creating separate rooms for the first part of the exercise and then promoting the discussion with the whole group. It is important to encourage the discussion about setting priorities. You can use post-it and flipchart to take note about the discussion
Step by step	1. The facilitator asks the participants to write down their to-do list of the day.

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

	2. The facilitator randomly exchanges the to-do lists between the participants (or asks the participants to exchange with their colleague in case of the activity is performed in pairs) 3. Participants are asked to order the to-do list they were assigned in terms of priorities 4. When everyone has finished, the facilitator sends back the to-do list (now ordered in terms of priorities) to the original participants and asks them to analyse it 5. The facilitator asks the participants: Would you have arranged it in the same way? From the outside perspective, do the priorities differ from yours?
Debriefing	● Why is setting priorities important in your daily life? ● How can setting priorities help you in difficult situations (e.g., when feeling overwhelmed)? ● How can our emotions, thoughts and values act in setting priorities?
References	

FLEXIBILITY
Activity 1: Mind stretching

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Mind stretching (How to develop your flexibility)
LifeComp Skill approached	☐ Self-regulation ☒ Flexibility ☐ Well-being ☐ Empathy ☐ Communication ☐ Collaboration ☐ Growth mindset ☐ Critical thinking ☐ Managing learning
Duration[1]	45 minutes
Type of activity	Self & group reflection
Short description	This activity is better performed with small groups (6-12 participants). The activities performed through a metaphor aim to identify a situation of change, to pinpoint flexibility competences and strategies and encourage their development.
Objectives	• Define flexibility • Think about how people can recognize situations where they need to react and be flexible. • Keep track of people's skills to adapt to change and decide how it is needed and improve them. • Identify situations or activities and plan the use of some flexibility techniques. • Look for opportunities to grow through the changes.
Setting[2]	• 1 Facilitator • 1 cozy meeting room For face-to-face implementation: • Color markers
Facilitators' Tips[3]	The Jelly Baby tree (Cotton, 2016) is a great exercise to encourage communication and help individuals identify where they are in life in a certain matter and perhaps where they would like to go and

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

	how they could go from their current position to the desired one. It could be used for steps 4-6.

Step by step	1. The facilitator presents the definition of flexibility as determined in biology (please see the Material for facilitators).
	2. The facilitator divides the participants into groups (for online implementation create separate rooms) and ask them to discuss:
	    ● What does it mean to be flexible in everyday life situations?
	    ● Give an example where someone or you showed flexibility.
	    ● What could encourage flexibility, how could it be trained?
	3. After the discussion in small groups, each group choses a leader to present, to the whole group: 1) the definition of flexibility; 2) the examples they found; and 3) situations that could encourage flexibility
	4. To end the activity, the facilitator asks participants to reflect on how flexible they think they are and how flexible they would like to be. For these steps, facilitators can use the Jelly Baby Tree (Connon, 2016)
	5. Facilitator asks participants to show with a blue color where they position themselves in the tree in terms of flexibility and ask them to explain
	6. The facilitator asks them to show with a green color if they would like to change position in the tree in the near future to consider themselves more flexible.

Debriefing	● How can flexible behavior help you to adapt to new situations? ● What can I do to become more flexible in the near future?
References	Flexibility definition retrieved from: https://health.ucdavis.edu/sports-medicine/resources/flexibility Cotton, D. (2016). *The Smart Solution Book. The: 68 Tools For Brainstorming, Problem Solving and Decision Making, 1st edition*. FT Publishing International (Original work published 2016)

Mind Stretching (How to develop your flexibility) – Material for facilitators
Worksheet - Flexibility

- **Definition**

The ability to manage transitions and uncertainty, adapt to changes, consider new ideas and points of view, face challenges, compromise and find solutions.

''Flexibility refers to the ability of muscles, joints, and soft tissues to move through an unrestricted, pain-free range of motion. It involves the capacity of these structures to stretch, lengthen, and contract without limitations, allowing for smooth and efficient movement' (UC Davis, n.d.).

- **Why is it important?**

Change and uncertainty are inherent characteristics of our everyday life, especially in these times of rapid change due to changing socioeconomic contexts and technological advances. Therefore, the ability to adapt to, or even better, to thrive in response to, these changes is an important skill.

From changing schools, moving house to making contact with new ideas and cultures, flexibility is one of the most important skills for mental, socioeconomic and professional development.

Flexibility is also described as the competence to make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes (EntreComp).

According to the Lifecomp framework, in 2019, flexibility /adaptability was the most requested skill in online job advertisements. Employers want to hire individuals that are able to "modify one's attitude or behaviour to accommodate modifications in the workplace", whereas NACE (2020) identified flexibility/adaptability as one of the personality skills most wanted by employers from students.

FLEXIBILITY
Activity 2: Navigating the change

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Navigating the change
LifeComp Skill approached	☐ Self-regulation ☒ Flexibility ☐ Well-being ☐ Empathy ☐ Communication ☐ Collaboration ☐ Growth mindset ☐ Critical thinking ☐ Managing learning
Duration[1]	45 minutes
Type of activity	Self & group reflection/ Role playing
Short description	This activity is better performed with small groups (6-12 participants). The goal of this activity is to look for a solution to a potential scenario to cope with the change. This activity, through simulation and role playing, aims to expose participants to situations of change and encourage them to think of flexible strategies to cope with the change.
Objectives	• Sensitise people to manage the changes and unexpected events that may arise during their everyday lives. • Think about how people can recognise situations where they need to react and be flexible. • Keep track of people's skills to adapt to change and decide how it is needed and improve them. • Identify situations or activities and plan the use of some flexibility techniques • Look for opportunities to grow through the changes
Setting[2]	• 1 Facilitator • Cosy meeting room For face-to-face implementation:

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

	• A4 paper, pen, post-it, billboard For online implementation: • Jamboard
Facilitators' Tips[3]	Facilitator can take inspiration from the Activity 1 "Mind stretching" and ask participants to simulate a situation of change

Step by step	1. Facilitator presents the definition of "flexibility" and its importance (please see Material for facilitators worksheet for more information)
	2. Different potential scenarios dealing with change are presented by the facilitator. Three scenarios are suggested at the Material for facilitators worksheet
	3. Participants are divided into 3 groups
	4. Each group choses one scenario and tries to answer to the following questions:
	   • What would be your first reaction?
	   • What are the possible solutions to the 'problem'?
	   • What would a 'flexible person' do?
	   • How could you use the change to your benefit?
	5. After the discussion in small groups, each group choses a leader to present the answers to the plenary session.
	6. The facilitator encourages the group to discuss the findings

Debriefing	For the debriefing, the facilitator can distribute one post-it to each person and ask them to give one word or short phrase to describe their experience in the class. For the online implementation, the facilitator can use *Jamboard* with online post-its.
References	Activity 2 adapted from https://act45.eu/ Sala, A., Punie, Y., & Garkov, V. (2020). LifeComp: The European framework for personal, social and learning to learn key competence (No. MONOGRAPH). Office of the European Union.https://publications.jrc.ec.europa.eu/repository/handle/JRC120911

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[3] What a person needs to know to implement the activity.

- **Definition**

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Suggested scenarios:

Scenario 1	You have been working in a supermarket for a long time, you take care of the registration of incoming goods. You have always done that type of work in the same way. Now, the company has decided to change the method of registration of the goods and to use a particular software, so it forces you to do a training course for six months that will allow you to work according to the established criteria.
Scenario 2	Your apartment that you rented for the past 20 years is old and has some issues with the plumbing. One day you wake up to take a shower and the

	water pipe bursts. When you call the landlord to fix it, he decides to do a complete renovation that will take up to 6 months.
Scenario 3	You always follow the same path from home to work, and other places you go, and use the nearest metro. The city Mayor decides to close the metro station for renovation as there are some safety issues.

WELL BEING
Activity 1: Recharge and relax

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Recharge and relax
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☒ Well-being ☐ Empathy ☐ Communication ☐ Collaboration ☐ Growth mindset ☐ Critical thinking ☐ Managing learning
Duration[1]	45 minutes
Type of activity	Self and group reflection and discussion
Short description	This activity helps adults to reflect on causes of stress and how to deal with stress. The activity supports a group of adults to identify what helps them to relax and practice self-care as well as sharing ideas on self-care activities.
Objectives	• Recognise causes of stress • Recognise the value of self-care with activities/hobbies they already do in dealing with stress • Get new ideas on activities that can be done to relax • Try out new activities that will help with self-care and relaxation
Setting[2]	• 1 facilitator • 1 small room with chairs in a circle • Projector or large screen if possible • Printed images if no screen is available
Facilitators' Tips[3]	Use your own creativity and initiative to enhance these activities. Think about videos you could watch before or during. Consider how to include movement in the class. The activities are designed to be simple and easy to use, adapt them to your context as you like.

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

Step by step	1. The facilitator explains the group that they will be discussing self-care and relaxation
	2. The facilitator shows the group Graphic 1 (available at the Material for Facilitator Worksheet), and asks the following questions
	   ● Describe the causes of stress you can see in this picture
	   ● Do you ever feel like this?
	   ● What other causes of stress do you experience?
	3. The facilitator shows the group Graphic 2 (available at the Material for Facilitator Worksheet)
	4. Learners are asked to add a post-it note (physical or online) to the activity they would most enjoy doing
	5. The facilitator encourages the discussion by asking the following questions:
	   ● What are some of the things you're already doing to help yourself relax?
	   ● How often do you get to do this activity?
	   ● Can you think of some new activities you could try out to relax?
	   ● What is the difference after doing something that you find relaxing?
	   ● Do you prefer to relax on your own, or with other people?
	   ● Can you think of one activity you could do every day, for 10 minutes as a way to relax?
	6. After the discussion, the facilitator asks the participants to think about what they are going to do differently after today's class
	7. The facilitator asks the participants to identify one new activity they will try to do over the next week or two

Debriefing	Go around the room and ask everyone to give one word or short phrase to describe their experience in the class
References	Activity adapted from: Self-care and relaxation | Resources | Jigsaw Schools Hub Elm Adult education increases mental well-being - Elm (elmmagazine.eu)

Graphic 1

Graphic 2

EMPATHY

Activity 1: What if it was me?

Activities to promote adults' personal, social and learn to learn skills
Description of initiatives comprised in this handbook.

Title/name	What if it was me?
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☒ Empathy ☐ Communication ☐ Collaboration ☐ Growth mindset ☐ Critical thinking ☐ Managing learning
Duration[1]	90 minutes
Type of activity	Mediated conversation circle
Short description	This activity is suggested to be performed in a group and invites people to reflect on other people's challenges and experiences by trying to understand their emotions through the visualisation of a video.
Objectives	• Identify experiences that lead us to understand why being empathic is important. • Reflect on issues which provoke empathy and cause us to emphasise with others. • To discuss situations which provide an opportunity to experience another person's perspective. • To develop empathy in different life contexts. • To deepen our knowledge of the people around us.
Setting[2]	• 1 Facilitator • A room with chairs arranged in a circle, but movable to divide into small groups • Video suggestion: https://www.youtube.com/watch?v=Bl1FOKpFY2Q&t=94s? • 1 Projector • Speakers
Facilitators' Tips[3]	As an alternative to the video, the facilitator can use storytelling, picture stories or photos. Also, the groups can either work on a

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

	different character, or all groups can work on the same character. The presentation of the character's life story can be oral or written, depending on the group's decision. Throughout the activity it is important to point out relevant aspects of the groups' work, as well as the sharing in the large group. The activity must be adapted to the group, so if it is a group comprised of migrants or/and refugees, it could be shocking to be re-exposed to the trauma that is shown in the video. So, we advise to choose a different video in case the facilitator identifies problematic cases.
Step by step	1. The facilitator presents the concept of empathy and its importance (please consult Material for Facilitators worksheet for more information) 2. Then, the facilitator presents the selected video. 3. The group is divided into smaller groups of 3 to 5 people 4. After being given some time to reflect on the story presented in the video, each group will select a character and create/imagine their life story. Each participant should reflect and answer to the following questions: - What are the most striking events in that character's life? - If it were me, what would I feel in this situation? - If it were me, what would go through my head? - If it were me, what would bother me the most? - What things could I not solve on my own? 5. All groups are invited to share the life story they constructed about the character from the video
Debriefing	- What happened and how did you feel during the activity? - What surprised you most about the way each group constructed their life story? Why? - To what extent am I inspired by the stories I heard? What struck me most? - Have I found some common ground with my story? - What makes it difficult to understand other people's challenges and problems? - Does recreating the life story of the people around us help us to develop empathy?
References	The proposed activity is an adaptation of the activities available at: https://www.semanaubuntudaempatia.pt/detalhes/e-se-fosse-comigo%3F https://f0c086ae-1d8a-4c3e-b137-431d2da06686.usrfiles.com/ugd/c7d660_08fb67f0faad447ba7551433b8c5ba6d.pdf https://f0c086ae-1d8a-4c3e-b137-431d2da06686.usrfiles.com/ugd/c7d660_de181aa0c8704ca2a3667d46df99ae95.pdf https://f0c086ae-1d8a-4c3e-b137-431d2da06686.usrfiles.com/ugd/c7d660_25704de92fdc4e8e96301ccaa9d45353.pdf https://www.semanaubuntudaempatia.pt/detalhes/guarda-chuva Diwan, S. (2022). Caring, empathy and compassion: calm, clear and kind teachers (self care for teachers). Paris: UNESCO. Gulin, W. (2020). Empathy in Social Relations of the Modern World. *21st Century Pedagogy, 1*(4), 1-7.

Rosenberg, M. (2006). *Comunicação Não-Violenta: técnicas para aprimorar relacionamentos pessoais e profissionais*. São Paulo: Ágora.

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Silke, C., Davitt, E., Flynn, N., Shaw, A., and Dolan, P. (2021). *The Activating Social Empathy School Evaluation 2021*. Galway: UNESCO Child and Family Research Centre, National University of Ireland Galway

- **Definition**

Empathy is the power of putting ourselves in another person's shoes, taking their perspective and acknowledging their emotions.

- **According to this concept:**
  - ➤ Human brains are hardwired for empathy and that the ability to understand and help others has been fundamental for the survival of our species.
  - ➤ The ability to read non-verbal signals such as tone of voice, gestures and facial expressions and the development of active listening are tools for practising and strengthening empathy.
  - ➤ It is part of the richness of humanity to recognise and accept that people of different cultures may have different values or have different experiences. We should not judge or criticise others but try to understand their emotions and points of view.
  - ➤ By taking the perspective from another person it is necessary to maintain a separation between one's own and others' emotions and experiences.
  - ➤ It is possible to empathise with someone, and still disagree with their attitudes or values.
  - ➤ Educational interventions aimed at increasing the capacity of perspective taking, developing self-knowledge, and providing positive experiences of otherness helps in developing empathy.

- **Why is it important?**

To regulate prosocial behaviours while inhibiting aggressive and antisocial behaviour
Empathy is thought to provide the foundation for broader social attitudes and behaviours and appears to play a key role in societal functioning.

To mediate conflict situations/situations of violence
In a conflict situation, it helps to mediate and communicate in a nonviolent way. When we understand the emotions, feelings and needs of others, we can help to think of other ways that satisfy everyone involved.

Enhance effective communication, interaction and collaboration
The capacity to understand other people's emotions is one of the pillars of social understanding, which is key to effective communication and collaboration. Empathy leads to affective resonance, which is the automatic ability to be emotionally aroused by others' emotions.

It is important for mental health and emotional well-being
The ability to recognise emotions in others is closely intertwined with self-awareness or the ability to identify, label, and describe one's own emotions. Training one's own self-awareness and self-empathy

enhances the ability to understand others and to reduce personal distress when confronted with others' feelings. When we connect with others empathetically, we develop feelings of belonging, connection and trust that can help reduce stress and anxiety.

- **When can it be used in daily life?**

  Examples:
  - ➢ In the professional context, the employer can use empathy to understand the challenges that their employees face and offer personalised solutions that consider the needs and skills of an individual.
  - ➢ It can help to mediate and find compromises with colleagues, customers, friends, family etc.
  - ➢ It can give you the possibility to ask for help when you need it. You know that others can feel like you, and you trust that they can also help you.
  - ➢ It helps us to hear/understand "no" or "I can't" without taking it as a personal rejection.
  - ➢ It helps to defuse a situation of conflict or imminent violence.
  - ➢ It helps us to overcome situations of psychological pain when we find someone who can listen to us with empathy.
  - ➢ Empathy can help educators understand and listen to their learners' needs and challenges and think more effectively about andragogic strategies.

CITIZENSXELERATOR

EMPATHY

Activity 2: To feel through you!

Activities to promote adults' personal, social and learn to learn skills
Description of initiatives comprised in this handbook.

Title/name	To feel through you!
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☒ Empathy ☐ Communication ☐ Collaboration ☐ Growth mindset ☐ Critical thinking ☐ Managing learning
Duration[1]	3-5 hours
Type of activity	Cultural Recreation / Non-Formal Education
Short description	This activity comprises of a group visit/tour with the aim of creating/developing empathy among adult participants. It involves developing the capacity of participants' observation, listening, knowledge sharing and emotional awareness skills. Focus is on the experiences of the participants, leading to better knowledge and understanding of the people around us.
Objectives	● Identify what is meaningful to others from their own perspective ● Discuss situations which provide an opportunity to experience another person's perspective. ● Deepen our knowledge of the people around us. ● Develop empathy in different life contexts.
Setting[2]	● Previous meeting to prepare the visit ● Outside space/ park ● Roadmap/map of the place ● Picnic space, preferably with tables and chairs. Picnic food to share, prepared by participants. ● Camera (optional)
Facilitators' Tips[3]	Create small groups of no more than five people.

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[1] It can be continuous.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case a worksheet is needed, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

	Alternatively, the activity can be performed in other outdoor or indoor spaces (museums, exhibitions, etc.) or even through online visits and virtual reality tours. It is advisable to have an itinerary of the visit with a map guiding the route. If this is not available, it must be prepared in advance. It is important to adapt the route, the degree of difficulty and the duration of the trip to the age and physical condition of the participants.
Step by step	1. The facilitator provides a route map to each group and asks the participants to start the visit 2. Each participant, in small groups, will be responsible for a section of the route. With the help of the map, each participant will guide their colleagues through their designated section, highlighting/ stopping at important places (pre-defined on the route and/or chosen by themselves). They will describe what is important to record, (the landscape, the plants, the animals, the human constructions ...). 3. The facilitator encourages the participants to exchange relevant experiences and knowledge with each other regarding issues provoked and evoked by the visit. 4. If participants want, they can take pictures during the visit so they can share them afterwards if they feel comfortable. 5. At the end of the tour, the different groups will meet again in a large group and join a picnic lunch together. 6. During the picnic, participants can share their experiences and opinions, encouraging group reflection on the experience.
Debriefing	● How did you feel during this activity? ● What did you like the most? ● Was there any difficulty that you were not able to solve by yourself? ● Describe a situation where empathy was felt? ● Was the empathy between you strengthened? How did it happen? ● In what ways can group visits/tours develop empathy? ● Which common points or differences did you find regarding the perception and description of place among colleagues?
References	

EMPATHY

Activity 3: Touch and tell!

Activities to promote adults' personal, social and learn to learn skills
Description of initiatives comprised in this handbook.

Title/name	**Touch and Tell!**
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☒ Empathy ☐ Communication ☐ Collaboration ☐ Growth mindset ☐ Critical thinking ☐ Managing learning
Duration[1]	1-2 hours
Type of activity	Storytelling/Reflection/Discussion
Short description	This activity is thought to be performed with 6 to 8 but can be extended to a maximum of 10. The activity incorporates elements of social and emotional learning with the objective of practising active listening and understanding others. It stimulates participants' ability to observe, listen, share knowledge and experiences of the participants, thus leading to better knowledge, and understanding of people around them. Storytelling allows us to get in touch with the emotional, spiritual, and physical side of ourselves. Sharing our stories allows people to find common experiences, make connections with each other, and so develop empathy. Telling stories about parts of life that we all share (love, loss, family, relationships, dreams, childhood etc.) allows us to understand each other better and puts us into other people's shoes.
Objectives	• Understand the importance of empathy • Recognise situations which call for empathy • Discuss situations which provide an opportunity to experience another person's perspective. • Develop empathy in different life contexts. • Deepen participants' knowledge of people around them.

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[1] It can be continuously.

Setting[2]	• 1 facilitator • 1 room with chairs in circle • Participants' personal objects or songs/paintings/poems • Pen and paper
Facilitators' Tips[3]	Alternatively to an object, the participants can be asked to choose music which they associate with a specific period or experience of their lives. This activity can also be implemented online, with everyone sharing songs, paintings, poems or even objects. In this case, the facilitator asks, after listening to the chosen music, to write or paint the emotions/meaning/experiences that the music evokes for the participants. During the activity, it is a valid option not to write or paint, if participants argue that the object is unknown or has no meaning for them. During the reflection and discussion, the facilitator should encourage participants to ask questions about details of the story or how the other person feels, avoiding judgements or personal opinions.
Step by step	1. The facilitator asks participants to bring a meaningful object with them and with a story that they would be ready to share. 2. To start the activity, the facilitator explains the concept and importance of empathy (see the Material for facilitator worksheet). 3. Each participant is invited to show the object without saying anything and to pass it through the circle (if face-to-face). 4. The other participants are invited to write or paint something based on what the object evokes for them (e.g., experiences, emotions and meanings related to the object). 5. The facilitator invites the owner of the object ("storyteller") to present the object, while the other participants are invited to listen carefully without asking questions. 6. At the end of the story, the facilitator asks each participant to ask questions and reflect on what they wrote/painted/presented at the beginning and how they would describe the object now in relation to the colleague's story.
Debriefing	• How did you feel throughout this activity? • How do you feel after sharing your story? • How did you feel by hearing the feedback from others? • How did the object change its meaning before and after sharing the story? • Did you imagine how the storyteller felt? • In which way do you think this activity made you connect with the others?
References	Diwan, S. (2022). Caring, empathy and compassion: calm, clear and kind teachers (self care for teachers). Paris: UNESCO. Gulin, W. (2020). Empathy in Social Relations of the Modern World. *21st Century Pedagogy, 1*(4), 1-7.

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[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

Rosenberg, M. (2006). *Comunicação Não-Violenta: técnicas para aprimorar relacionamentos pessoais e profissionais*. São Paulo: Ágora.

Sala, A., Punie, Y., Garkov, V. & Cabrera Giraldez, M. (2020). *LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence*, EUR 30246 EN, Publications Office of the European Union, Luxembourg, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.

- **Definition**

Empathy is the power of putting ourselves in another person's shoes, taking their perspective and acknowledging their emotions

- **According to this concept:**
  - Human brains are hardwired for empathy and that the ability to understand and help others has been fundamental for the survival of our species.
  - The ability to read non-verbal signals such as tone of voice, gestures and facial expressions and the development of active listening are tools for practising and strengthening empathy.
  - It is part of the richness of humanity to recognise and accept that people of different cultures may have different values or have different experiences. We should not judge or criticise others, but try to understand their emotions and points of view.
  - By taking the perspective from another person it is necessary to maintain a separation between one's own and others' emotions and experiences.
  - It is possible to empathise with someone, and still disagree with their attitudes or values.
  - Educational interventions aimed at increasing the capacity of perspective taking, developing self-knowledge and providing positive experiences of otherness helps in developing empathy.

- **Why is it important?**

To regulate prosocial behaviours while inhibiting aggressive and antisocial behaviour

Empathy is thought to provide the foundation for broader social attitudes and behaviours and appears to play a key role in societal functioning

To mediate conflict situations/situations of violence

In a conflict situation, it helps to mediate and communicate in a nonviolent way. When we understand the emotions, feelings and needs of others, we can help to think of other ways that satisfy everyone involved.

Enhance effective communication, interaction and collaboration

The capacity to understand other people's emotions is one of the pillars of social understanding, which is key to effective communication and collaboration. Empathy leads to affective resonance, which is the automatic ability to be emotionally aroused by others' emotions.

It is important for mental health and emotional well-being

The ability to recognise emotions in others is closely intertwined with self-awareness or the ability to identify, label, and describe one's own emotions. Training one's own self-awareness and self-empathy enhances the ability to understand others and to reduce personal distress when confronted with

others' feelings. When we connect with others empathetically, we develop feelings of belonging, connection and trust that can help reduce stress and anxiety.

- **When can it be used in daily life?**

  Examples:
  - ➢ In the professional context, the employer can use empathy to understand the challenges that their employees face and offer personalised solutions that consider the needs and skills of an individual.
  - ➢ It can help to mediate and find compromises with colleagues, customers, friends, family etc.
  - ➢ It can give you the possibility to ask for help when you need it. You know that others can feel like you, and you trust that they can also help you.
  - ➢ It helps us to hear/understand "no" or "I can't" without taking it as a personal rejection.
  - ➢ It helps to defuse a situation of conflict or imminent violence.
  - ➢ It helps us to overcome situations of psychological pain when we find someone who can listen to us with empathy.
  - ➢ Empathy can help educators understand and listen to their learners' needs and challenges and think more effectively about andragogic strategies.

Communication
Activity 1: Let's communicate

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Let's communicate
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☐ Empathy ☒ Communication ☐ Collaboration ☐ Growth mindset ☐ Critical thinking ☐ Managing learning
Duration[1]	50 minutes
Type of activity	Role playing
Short description	This activity is aimed to be performed in groups and promotes participants' communication skills so they can successfully resolve difficult situations.
Objectives	● Understand the aim of communication and the communication process ● Learn steps on how to improve the communication process
Setting[2]	● 1 facilitator ● 1 room that allows for group interaction ● Chairs arranged in a U-shape to encourage participation and discussion ● Projector or large screen if possible
Facilitators' Tips[3]	● Create a comfortable and non-judgmental environment to encourage participants to share their thoughts and experiences openly. ● Be an active listener and encourage participants to actively listen to one another as well. ● Provide clear instructions and guidelines ● To facilitate the implementation of the task, the facilitator can give an example to the group to practice: "You are talking to your doctor and he is talking very fast and using words you do not understand. How will you let them know in a respectful yet confident way that you need to understand better what the problem is?"
Step by step	1. Facilitator presents a short introduction about communication competence and the communication process (see Material for Facilitator worksheet for more information)

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

	2. After the presentation, the facilitator divides participants into groups of 2 to 3 people.
	3. The facilitator invites each group to practice communicating in everyday situations, by role-playing different situations (examples may include: ordering food in a restaurant, asking for directions, having a talk with a doctor about what will be the routine medical procedures they have to do; having a conversation with their child's teacher because they are having trouble in school)
	4. The participants take different roles while practicing
	5. The small groups are invited to role play one situation to the whole group
	6. The facilitator asks participants to share with the whole group what they felt by performing the activity and the difficulties they felt in the different situations.
Debriefing:	● What are some challenges you have faced so far in communication? ● Are you a good listener? ● Do you think about your body language while you talk? ● Do you observe the body language of others? ● Would you like to communicate more effectively? In which way would you like to improve?
References	https://www.indeed.com/career-advice/career-development/communication-process Provoke Media. "The Cost Of Poor Communications, https://www.provokemedia.com/latest/article/the-cost-of-poor-communications." Accessed May 18, 2023. The University of Texas Permian Basin. "How Much of Communication Is Nonverbal?, https://online.utpb.edu/about-us/articles/communication/how-much-of-communication-is-nonverbal/." Accessed May 18, 2023.

The aim of communication is to transmit information from one person to another so that the sender and receiver understand the message in the same way.

1) **Idea formation**
   The communication process begins when the sender has an idea to be communicated. The sender must begin by clarifying the idea and purpose. What exactly does the sender want to achieve? How is the message likely to be perceived?

2) **Message encoding**
   The idea must be encoded into words, symbols, and gestures that will convey meaning. Because no two people interpret information in the exact same way, the sender must be careful to choose words, symbols and gestures that are commonly understood to reduce the chances of misunderstanding.

3) **Message Transmission/channel of communication**
   Choosing the medium to transmit the message is the next step in the communication process. Messages can be transmitted in a verbal, written, or visual manner.

4) **Decoding**
   When the message reaches the receiver, the message must be decoded into its intended meaning. Because no two people interpret information in the exact same way, incorrectly decoding a message can lead to misunderstanding.

5) **Feedback**
   A vital part of the communication process is feedback. Feedback occurs when the sender and receiver check to ensure the message was understood as intended. Feedback is a shared responsibility between the sender and the receiver.

5 Elements of the Communication Process

SENDER   RECEIVER   MESSAGE   CONTEXT / CHANNEL   LISTENING / FEEDBACK
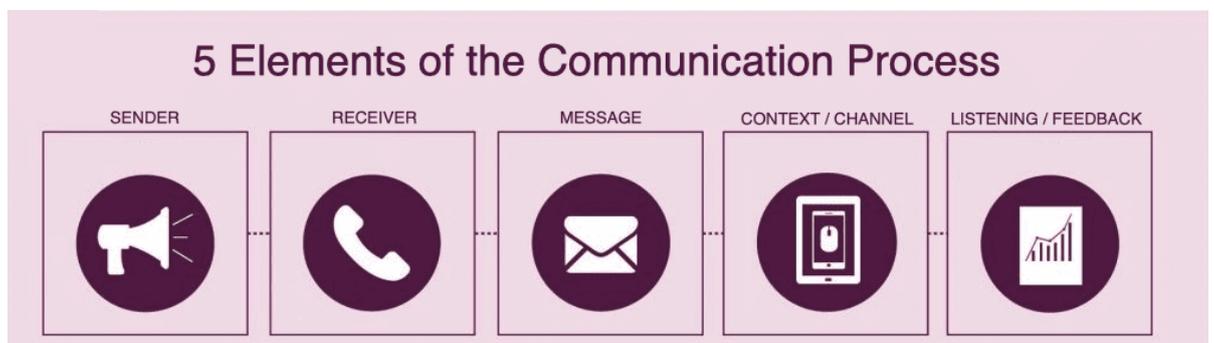
Source: https://www.makingbusinessmatter.co.uk/communication-skills-ultimate-guide/

✓ The code of communication must be understood both by the sender and by the receiver of the message to be interpreted correctly

✓ Throughout the day, you unconsciously encode vast amounts of data to transmit through multiple channels while simultaneously receiving a constant stream of information from your surroundings through all five senses

✓ In face-to-face conversations, the way we use our bodies is really important.

*According to researcher Albert Mehrabian, only 7 percent of communication is about the actual words we say. The rest is made up of 38 percent of how we say those words (like the tone of our voice) and **55 percent is all about our body language**.*

Source: https://www.fuzia.com/blog/details/body-language

✓ **Positive body language** is when we look open and friendly. We stand or sit up straight, keep our hands open, and show interest by leaning in and nodding.

✓ **Negative body language** is when we look nervous or disinterested. This can include biting our lip, looking bored, crossing our arms, putting our hands on our hips, or tapping our foot impatiently.

KEY ELEMENTS OF EFFECTIVE COMMUNICATION:

Simplify your message:

- ✔ Keep your language concise and straightforward to ensure clear understanding. Use simple phrasing and common words.

Know your audience:

- ✔ Consider the needs and interests of the people who will receive your message. Use examples that everyone can relate to and explain them.
- ✔ Do not assume everyone understands.

Be a good listener:

- ✔ Actively listen to others to ensure effective communication. Pay attention when others are speaking, look at them and show interest. Encourage them when they share their experiences or concerns. Do not interrupt when someone is talking.
- ✔

Ask questions:

- ✔ Engage in insightful questioning to maintain a smooth flow of communication. Ask open-ended questions that allow people to share their thoughts and experiences, like "What have you found helpful when dealing with difficult customers?".
- ✔ Do not ask complicated or confusing questions that might discourage participation.

Take time to respond:

- ✔ Pause for a moment to think about the question or problem, then provide a clear and simple explanation or solution that makes sense.
- ✔ Do not answer quickly without considering if the person understood or giving a complete and understandable response.

Consider body language:

- ✔ Be mindful of your own body language when communicating through different mediums, and observe the other person's body language. Sit comfortably and with an open posture, use friendly gestures, and make eye contact to show you're approachable and interested in helping.
- ✔ Do not cross your arms, avoid eye contact, or appear fidgety, which might make people feel like you're not interested or don't want to help.

Maintain eye contact:

- ✔ Demonstrate active listening by maintaining eye contact with the person or group you're communicating with.
- ✔ Do not avoid eye contact, which might make people think you're not listening or don't value their input.

Clarify your message:

✓ If the recipient needs clarification on your message, explain further to enhance understanding. Use practical examples, simple language, and break down complex ideas into smaller, easier-to-understand parts.

✓ Do not repeat the same explanation without adjusting your approach or finding different ways to explain when someone doesn't understand.

COMMUNICATION
Activity 2: Managing conflict

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Managing conflict
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☐ Empathy ☒ Communication ☐ Collaboration ☐ Growth mindset ☐ Critical thinking ☐ Managing learning
Duration[1]	50 minutes
Type of activity	Group work discussion and role playing
Short description	This activity is aimed at highlighting that everybody can experience conflict, regardless of whether it happens in a personal or professional setting. If those situations are handled well they can provide opportunities for personal growth.
Objectives	• Learn more about communication obstacles • Enhance participants' skills in resolving conflicts and overcoming communication challenges
Setting[2]	• 1 facilitator • 1 room that allows for group interaction • Chairs arranged in a U-shape to encourage participation and discussion • Projector or large screen if possible
Facilitators' Tips[3]	• Encourage active participation and respectful listening among participants. • Be prepared to provide guidance and support during discussions or activities if participant conflicts arise. • Foster an atmosphere of mutual understanding and encourage participants to consider different viewpoints. • The speaker and listener should take turns in each role so that each has a chance to express his/her thoughts and feelings. The goal of this activity is not to solve a particular problem, but rather to have a safe and meaningful discussion and to understand each other's point of view.
Step by step	

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[1] It can be continuous.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case a worksheet is needed, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

	1. The facilitator presents important facts about communication obstacles and resolving conflicts (see the Material for Facilitator worksheet for more information) 2. The facilitator explains the objectives of the group activity and its relevance to their personal and professional lives. 3. The facilitator divides participants into pairs and invites them to choose a potential conflict situation in order for them to be able to apply the knowledge from the presentation. 4. The facilitator presents an example: Your neighbor had a party last night and your whole family could not sleep - approach them to discuss this and let them know you are angry. What approach would you use? What would be the tone of your communication? 5. The participants are encouraged to role play the potential situation, by taking the roles of the speaker and listener and taking turns in each role so that each has a chance to express his/her thoughts and feelings. Either can call for a time-out at any time.
Debriefing:	• Do you consider yourself skilled in resolving a conflict? • When was the last time you had conflict with a friend or a family member? • How do you deal with criticism? • Would you consider yourself a critical person? • What is your approach to conflict? Avoiding it? Or dealing with it? • What are the things you wish you did better when you find yourself in a conflict situation?
References	https://extension.usu.edu/relationships/research/effective-communication-skills-resolving-conflicts

Many people are aware that effective conflict resolution requires communication, but it's important to note that negative communication patterns can actually worsen the situation and intensify the conflict.

Here are some communication challenges that can happen:

Differences in style of communication:

- ✔ Everybody has a unique way of communicating and it is often based on our family experiences, culture, gender, and many other factors.
- ✔ Some of us tend to be more loud, outgoing, or emotional when compared to others. Our past experiences can create expectations that are not usually verbally communicated with others, which can cause tension and misunderstandings
- ✔ Discussing our backgrounds and perceptions can help to clarify expectations to ourselves and others and can help in resolving conflict.

The tone of voice/body language

- ✔ Communication is more than the words we choose to use. When we give a conflicting message in a way where our tone of voice and body language does not match our message, confusion and frustration often follow.
- ✔ It is important to be aware of your tone and posture.

Communication obstacles:

This often happens when two people talk in such a way that neither one feels understood. Researchers consider four particularly negative styles of communication:

Criticism

While it's natural to have concerns about specific actions, it's crucial to avoid demeaning someone as a person based on those actions. Critiques focus on behaviors, whereas criticism negatively targets a person's intentions and character. For example, a critique can be said as a complaint "I was so worried when you did not call last night to let me know you arrived safely," as opposed to criticism "You never think about anybody other than yourself. You promised you would call when you arrive."

Contempt

It is often displayed through body language like eye rolling, sneering, or using name-calling, sarcasm, and hurtful remarks. It clearly sends a message of disgust and a lack of respect for the other person.

Defensiveness

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the European Union

A common response to criticism and contempt, as it's natural to want to protect ourselves. When we become defensive, we tend to stop listening to the other person's viewpoint, shutting down communication.

Stonewalling

Refers to withdrawing from communication and refusing to engage in discussion. It's akin to the "silent treatment" that young children employ when upset. Without communication, it becomes impossible to achieve conflict resolution.

Some additional examples of communication obstacles include (Miller & Miller, 1997):

- Ordering ("Stop complaining!")
- Warning ("If you do that, you'll be sorry.")
- Preaching ("You shouldn't act like that.")
- Advising ("Just wait a couple of years before deciding.")
- Lecturing ("If you do this now, you won't grow up to be a responsible adult.")
- Agreeing, just to keep the peace ("I think you're right.")
- Ridiculing ("OK, little baby.")
- Interpreting ("You don't really believe that.")
- Sympathizing ("Don't worry, it'll all work out.")
- Questioning ("Who put that idea into your head?")
- Diverting ("Let's talk about something more pleasant.

Communication obstacles are very common; however, they do not promote healthy conflict resolution and often lead to escalation of the conflict. It is important to recognize them and make efforts to effectively communicate so that obstacles can be resolved.

WAYS OF RESOLVING CONFLICTS:

Soften the approach

✔ Start the communication with something positive and first express appreciation, focusing on problems one at a time and taking responsibility for thoughts and feelings.

✔ When expressing the problem, starting the message with "I" instead of "You" can decrease defensiveness and promote positive interactions with others (Darrington & Brower, 2012).

Make attempts to calm the situation

✔ Try to keep an increasingly negative interaction from going any further by taking a break or making efforts to calm the situation.

✓ This is important because when conflicts arise, we often experience intense emotional and physical stress that can impact our ability to think and reason, which can lead to communication roadblocks (Gottman & DeClaire, 2001)

Effective speaking and listening skills

The rules for the speaker include:

✓ The speaker should share his/her own thoughts, feelings and concerns—not what he/she thinks the listener's concerns are.
✓ Use "I" statements when speaking to accurately express thoughts and feelings.
✓ Keep statements short, to ensure the listener does not get overwhelmed with information.
✓ Stop after each short statement so that the listener can paraphrase, or repeat back in his/her own words, what was said to ensure he/she understands. If the paraphrase is not quite right, gently rephrase the statement again to help the listener understand.

The rules for the listener include:

✓ Paraphrase what the speaker is saying. If unclear, ask for clarification. Continue until the speaker indicates the message was received correctly.
✓ Don't argue or give an opinion about what the speaker says—wait to do this until you are the speaker, and then do so in a respectful manner.
✓ While the speaker is talking, the listener should not talk or interrupt except to paraphrase after the speaker.

COLLABORATION
Activity 1: Working together

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Working together
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☐ Empathy ☐ Communication ☒ Collaboration ☐ Growth mindset ☐ Critical thinking ☐ Managing learning
Duration[1]	2-3 hours for the project definition. This activity can be also done continuously, by performing regular meetings, weekly or when it is needed to track the progress of the project.
Type of activity	Group collaboration
Short description	This activity is suggested to be performed in a group and requires listening, flexibility, and compromise. True collaboration means being open to suggestions, critiques, and ideas from all team members.
Objectives	● Achieve a shared project goal ● Allow each person to get a sense of the project/activity/community ● Build relationships ● Promote mutual learning relationships between different people
Setting[2]	● 1 facilitator ● 1 room with chairs displayed in a circle ● Invitation to people, date, and location
Facilitators' Tips[3]	This activity can be performed either in a single instance, to design a project, or can be performed continuously, within regular sessions, while the project is being implemented. If you adopt the latter format, you can include steps 4 and 5.

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[1] It can be organised several times.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

	The designed projects are expected to be simple and easy to put into practice and to see the results as soon as possible; it has to be adapted to the participants' context and needs. Design a strategy for ongoing communication among all participants in the collaboration project, based on ● active listening ● develop a culture of respect and empathy ● encourage constructive feedback ● foster trust among team members

Step by step	1. The facilitator presents the definition of collaboration and its importance (see Material for Facilitator worksheet for more information)
	2. The facilitator invites the group to design a collaboration project that will be divided in different steps:
	  ● Identification of a theme and a project: the facilitator asks the participants to brainstorm their ideas in order to define a project.
	  ● Definition of roles and expectations: the group defines each participant's role and responsibilities in the project
	  ● Development of a Work Plan/ detailed plan in the working groups: participants are invited to create a comprehensive work plan that outlines all tasks to be completed, deadlines, timeline, resources, and potential partners, budget.
	  ● Establishment of a system to track & monitor progress: participants are invited to define a system to monitor progress, address issues, provide feedback and meet deadlines.
	3. The facilitator asks the group if they are happy with the designed project and asks the following questions:
	  ● Do you think that the attribution of responsibilities is equal and fair? What would you change?
	  ● Do you think that everyone's point of view was listened to and reflected in the plan?
	  ● How will collaboration be important to successfully implement this project?
	  ● What do you think could happen if a serious conflict arises?
	
	The following steps are only applicable if the activity is performed in several sessions, including the implementation of the project:
	4. The facilitator invites the participants to implement the project and monitor the progress of the project regularly and adjust as needed, based on the plan developed.
	5. The facilitator asks all the involved participants to evaluate the success of the collaboration.

Debriefing	● How do you feel about creating a common plan? ● What were the difficulties you felt the most?
References	In each Austrian federal province, there is an institution in the Ring Österreichischer Bildungswerke as an umbrella organization that is well-networked and can serve as a first point of contact. https://ring.bildungswerke.at/mitglieder/

- **Definition:**

"Engagement in group activity and teamwork acknowledging and respecting each other" (LifeComp Framework).

- **According to this concept:**
1. Citizens need to develop their capacity to participate in collective activities and to encourage others to collaborate, pooling their knowledge, competencies, and resources, so that a common goal may be achieved.
2. There is the need to construct respectful interaction with people who are perceived to have different cultural affiliations, beliefs, opinions, or practices from oneself, enabling one to build positive, constructive relationships and effective collaboration.
3. It also highlights the relevance of willingness to contribute actively to the common good, the interests, goals and facilities, whether material, cultural or institutional, that a group shares.
4. Understanding the importance of trust, respect for human dignity and equality, coping with conflicts and negotiating disagreements to build and sustain fair and respectful relationships
5. Fair sharing of tasks, resources and responsibility within a group taking into account its specific aim; eliciting the expression of different views and adopting a systemic approach.
6. Digital technologies offer innovative ways of collaborating, such as online collaborative environments.

- **Why is it important?**

- Collaboration helps people learn from each other
- It helps us to solve problems
- Collaboration brings people (and organisations) closer together
- It opens up new channels for communication and can help build caring relationships
- Can fight negative psychological states such as depression, anxiety or repressed anger, fear of failure, hopelessness, and meaninglessness

- **When can it be used in daily life?**
  Examples:
- To develop an innovative project together
- Strengthening the awareness of taking personal responsibility and joint responsibility for the future development of the community.

Intergenerational exchange contains social engagements and interactions, bringing together younger and older generations for a common purpose:
  - ➢ building active and safer communities;
  - ➢ reducing inequality;
  - ➢ reducing social isolation and loneliness;
  - ➢ potential to develop creativity;
  - ➢ building relationships in communities;
  - ➢ improving mental health and well-being;

- ➤ contributing to improving climate challenges;
- ➤ increasing digital connectivity.

COLLABORATION
Activity 2: It takes a village…

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	It takes a village…
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☐ Empathy ☐ Communication ☒ Collaboration ☐ Growth mindset ☐ Critical thinking ☐ Managing learning
Duration[1]	1 hour
Type of activity	Team work and role playing
Short description	At the "village or community talk", very different people (from different groups - vulnerable, youth, elderly) from a village, who do not (or no longer) meet in everyday life come together in one room to discuss issues and exchange ideas. The focus is on the village/community and a specific topic, or the future development of the village in general. Citizens can contribute with their suggestions and ideas but are encouraged to find a common solution.
Objectives	● Promote awareness of other people's needs, opinions, beliefs to find a common solution ● Perceiving and enduring different opinions and concerns and "looking out" for common needs. ● Strengthening the awareness of taking personal responsibility and joint responsibility for the future development of the village/community. ● Promote collaboration
Setting[2]	● 1 facilitator ● 1 room with chairs displayed in circle
Facilitators' Tips[3]	● Be prepared to provide guidance and support during discussions or activities if participant conflicts arise. ● Foster an atmosphere of mutual understanding and encourage participants to consider different viewpoints. ● Establish a communication method based on

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[1] It can be organised several times.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

	● active listening ● develop a culture of respect and empathy ● encourage constructive feedback ● foster trust among team members
Step by step	1. The facilitator presents the definition and importance of collaboration (see Material for Facilitator worksheet for more information) 2. The facilitator randomly distributes different characters from a village to each participant (e.g., retired person, young person, student, single mother, immigrant…) 3. Then the facilitator presents a problem that a village/community is facing (e.g., limited funds are available, but the village/community is facing different problems, including lack of sidewalks on the streets, lack of a park with trees, the school needs to be restructured…. How can the funds be allocated in a fair way?) 4. Participants are invited to share their perspectives and opinions regarding the problem, based on the character they are acting, and find a common solution 5. The participants start the discussion, and the facilitator mediates
Debriefing	● How did you feel when performing the activity? ● Do you think the solution found is fair to everyone? ● Do you feel that all perspectives were considered? ● How can you use this example in your daily life?
References	https://www.countyhealthrankings.org/online-and-on-air/blog/eight-tips-for-a-successful-community-conversation

- **Definition:**

"Engagement in group activity and teamwork acknowledging and respecting one another" (LifeComp Framework).

- **According to this concept:**

  ➢ People from different categories work together and collaborate for a common goal - to develop the community
  ➢ Strengthening the awareness of the importance of taking personal responsibility and joint responsibility for the future development of the village/community.
  ➢ There is a need for respectful interaction with people who have differing opinions, to build positive, constructive relationships and effective collaboration

- **Why is it important?**

Village or community discussions are very well suited for sustainability topics since the topic affects every citizen. Joint activities in this topic area can arise in any community and encourage people to live well together.

- **When can it be used in daily life?**
  Examples:

  ➢ Recycling Program- recycled PET plastic bottles
  ➢ Community Garden - is a great way to bond with your community and provide healthy food. Consider making a garden just for children, so they can learn about the process of gardening. It is a great educational opportunity.
  ➢ Clean-up – this will improve the look of your park and inspire people to keep the space looking great.

GROWTH MINDSET
Activity 1: What do bad experiences teach us?

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	What do bad experiences teach us?
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☐ Empathy ☐ Communication ☐ Collaboration ☒ Growth mindset ☐ Critical thinking ☐ Managing learning
Duration[1]	1 hour
Type of activity	Self and group reflection
Short description	This activity helps adults to reflect on their previous unsuccessful experiences and what lessons they learnt from those experiences. This activity should be performed preferably in small groups (5-6 persons) with a maximum duration of 1 hour. The exercises will comprise mainly of self and group reflections, that will be guided by the facilitator's questions.
Objectives	• Promote reflection on the positive aspects of unsuccessful experiences; • Promote reflection on the process of learning; • Foster the search for different and creative solutions; • Reflect on other people's feedback and unsuccessful experiences to continue developing one's potential.
Setting[2]	• 1 facilitator • 1 small room with chairs positioned in a circle
Facilitators' Tips[3]	If someone is not comfortable sharing their experiences, it is important not to force them. If the entire group is not comfortable sharing an unsuccessful experience, the facilitator may start by asking them to share a successful one and continue with the exercise. As an alternative, the facilitator can use an example prepared in advance (please see the material for the facilitator).

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

Step by step	1. The facilitator challenges each person in the group to think and identify an unsuccessful experience they have had (5 minutes).
	2. The facilitator invites participants who are willing to share to shortly present a past unsuccessful experience in the group.
	3. Then, the facilitator asks the person to reflect on the positive aspects of this unsuccessful experience and what they learnt from that experience by launching some of the following questions:
	• What did you learn from this experience?
	• What were the positive aspects of experiencing this?
	• What skills do you think you developed by having experienced this?
	• Which skills do you think you need to have to deal with this experience differently?
	• How can you develop or improve these skills?
	4. Then, the group is invited to also give their feedback. To motivate the participants, the facilitator can ask the following questions:
	• In your opinion, which were the positive aspects of this experience?
	• How would you manage this experience if it were you?
	• How can you develop or improve these skills?
	5. Based on the previous discussion, the facilitator asks the person how they would deal with that unsuccessful experience now.
	6. Steps 1 to 4 are repeated with different people.
	7. At the end of the activity, the facilitator presents an overview of the exercise, presenting the concept of growth mindset and the examples that can be used to develop this skill.
Debriefing	• How did you feel thinking about and sharing an unsuccessful/bad experience?
	• What was easy about it? What was challenging?
	• What new things have you learned about yourself?
	• What can you do from now on to proceed with using a growth mindset?
References	Dweck, C. (2016). „Teaching a Growth Mindset". Standford Youtube. Available here.
	Dweck, C. (2016). What having a "growth mindset" actually means. *Harvard Business Review, 13*(2), 2-5.

Definition:

"Belief in one's and others' potential to continuously learn and progress" (LifeComp Framework).

According to this concept:
1. It is possible to learn, improve and gain new skills with work and dedication.
2. Learning is a lifelong process that requires openness, curiosity and determination.
3. It is important to reflect on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential.
4. Reflecting on the positive aspects of each experience and that even negative experiences/failures can teach us and help us to grow and to develop our skills.
5. Focusing on the steps that lead to a result, rather than the result itself, is part of the learning process.
6. It is important to ask for others' support and different perspectives when finding different solutions to a problem.

Why is it important?

1. To achieve success

Research shows that people with a growth mindset have increased odds of achieving success, as they try new and different approaches to deal with challenging situations (e.g., Dweck, 1999; Smiley et al., 2016).

2. To accept new challenges and learn new skills

If you have a growth mindset you will believe that you are able to try new strategies and to learn new things. This will help you to move into different fields, start different functions, try different jobs.

3. To improve self-esteem

Having a growth mindset will help you to build on your competences and not to give up when you have a negative experience or receive negative feedback.

When can it be used in daily life?

Examples:
1. When applying for a new job or when starting a different function, you can use this mindset to improve your competences.
2. When becoming a parent or grandparent.
3. When searching for training to improve a skill or learning something new.
4. When getting negative feedback at work.

Examples of bad/unsuccessful experiences for the facilitator use in case learners not share
1. Having a negative grade/evaluation in a course
2. Trying to cook a new recipe and not succeeding
3. Being fired from a job for not performing a task correctly

GROWTH MINDSET
Activity 2: What is your mindset?

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	What is your mindset?
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☐ Empathy ☐ Communication ☐ Collaboration ☒ Growth mindset ☐ Critical thinking ☐ Managing learning
Duration[1]	1 hour
Type of activity	Concept definition
Short description	This activity helps adults to better analyse the concept of growth mindsets and the difference between a fixed and a growth mindset, also enhancing the ability to transform a fixed mindset into a growth mindset. This activity should be performed preferably individually with a maximum duration of 1 hour. The exercises will comprise mainly identification of concepts and its implementation into practice, that will be guided by the facilitator's questions.
Objectives	● To analyse the concept of growth mindsets; ● To distinguish between fixed mindset and growth mindset; ● To develop a growth mindset in adults;
Setting[2]	● 1 facilitator ● 1 small room For face-to-face implementation ● Cards with the sentences displayed ● 2 boxes: 1 for growth mindset and 1 for fixed mindset ● White paper and pens For online implementation ● Board with statements to be sorted into 2 groups ● White board for learners to write on

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

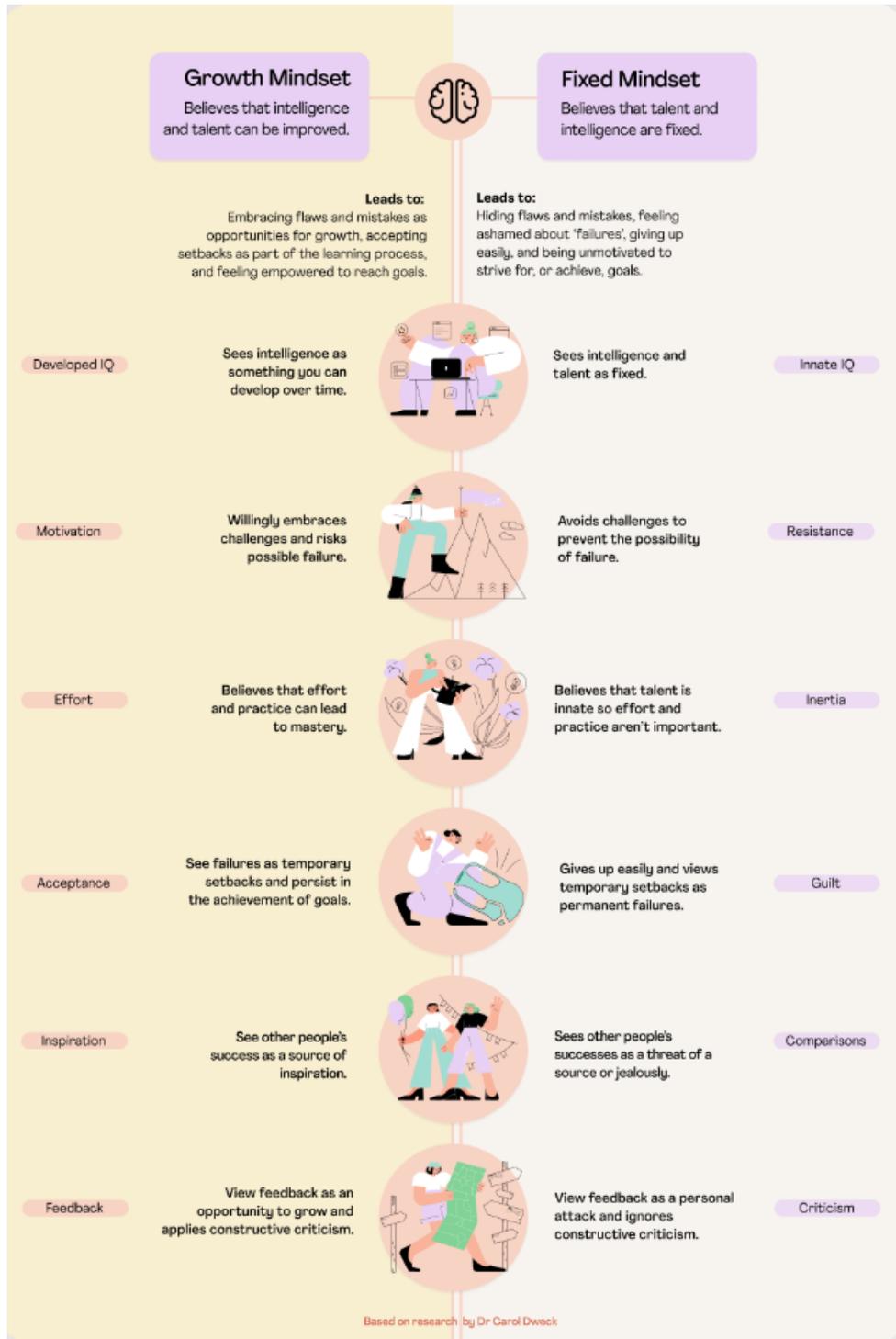|	
Facilitators' Tips[3]	The facilitator can help adults with the first sentences.
Step by step	1. The facilitator asks participants to list their associations with the word 'mindset'. 2. The facilitator presents the definition of growth and fixed mindset, explaining the benefits of adopting a growth mindset (15 minutes). 3. The facilitator presents cards/an online board with sentences and asks the adult to match each sentence to growth or fixed mindset, putting the sentences into the correct box (for examples of sentences, please see the attached material for facilitator). 4. Then, the facilitator asks the adult to write more sentences that reflect each type of mindset. 5. Then, the adult is invited to rewrite the sentences regarding a fixed mindset, by adjusting them to a growth mindset (examples on how to adjust the sentences are available on the material for facilitator). 6. At the end of the activity, the facilitator presents an overview of the exercise, presenting the concept of growth mindset and how to adjust our beliefs to a growth mindset.
Debriefing	• Can you describe situations in which you used a growth mindset? • Can you describe situations in which you used a fixed mindset? • How can adopting a growth mindset help you in the future? • What can you do, from now on, to adjust your speech and beliefs to a growth mindset?
References	Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random house. https://fs.blog/carol-dweck-mindset/ https://www.mindsethealth.com/matter/growth-vs-fixed-mindset

● **Fixed vs Growth Mindset**

Growth Mindset
Believes that intelligence and talent can be improved.

Fixed Mindset
Believes that talent and intelligence are fixed.

Leads to:
Embracing flaws and mistakes as opportunities for growth, accepting setbacks as part of the learning process, and feeling empowered to reach goals.

Leads to:
Hiding flaws and mistakes, feeling ashamed about 'failures', giving up easily, and being unmotivated to strive for, or achieve, goals.

Growth Mindset		Fixed Mindset
Developed IQ	Sees intelligence as something you can develop over time.	Sees intelligence and talent as fixed.	Innate IQ
Motivation	Willingly embraces challenges and risks possible failure.	Avoids challenges to prevent the possibility of failure.	Resistance
Effort	Believes that effort and practice can lead to mastery.	Believes that talent is innate so effort and practice aren't important.	Inertia
Acceptance	See failures as temporary setbacks and persist in the achievement of goals.	Gives up easily and views temporary setbacks as permanent failures.	Guilt
Inspiration	See other people's success as a source of inspiration.	Sees other people's successes as a threat of a source or jealously.	Comparisons
Feedback	View feedback as an opportunity to grow and applies constructive criticism.	View feedback as a personal attack and ignores constructive criticism.	Criticism

Based on research by Dr Carol Dweck

Retrieved from https://www.mindsethealth.com/matter/growth-vs-fixed-mindset

Growth mindset

Belief in one's and others' potential to continuously learn and progress (LifeComp Framework).

- **According to this concept:**
- ➢ It is possible to learn, improve and achieve competences with work and dedication.
- ➢ Learning is a lifelong process that requires openness, curiosity and determination.
- ➢ It is important to reflect on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential.
- ➢ Reflecting on the positive aspects of each experience and that even negative experiences/failures can teach us and help us to grow and to develop our competences.
- ➢ Focusing on the steps that lead to a result, rather than the result itself, is part of the learning process.
- ➢ It is important to ask for others' support and different perspectives when finding different solutions to a problem.
- ➢ Setbacks are a necessary part of the learning process and help people to grow.

Those who adopt a growth mindset are more likely to:
- Embrace lifelong learning
- Believe intelligence can be improved
- Put in more effort to learn
- Believe effort leads to mastery
- Believe failures are just temporary setbacks
- View feedback as a source of information
- Willingly embrace challenges
- View others' success as a source of inspiration
- View feedback as an opportunity to learn

Source: https://www.mindsethealth.com/matter/growth-vs-fixed-mindset

Examples of growth mindset sentences:
- New challenges will help me grow.
- If I try hard, I can become good at this.
- Failure is an opportunity to grow.
- I can work on my knowledge.
- I can always learn something from my mistakes.
- I can change some characteristics and behaviors that I do not like about myself.

Fixed mindset

- **According to this concept:**
- ➢ People's attributes are fixed and cannot change
- ➢ Challenges are avoidable
- ➢ Intelligence cannot be developed
- ➢ Other's success is threatening.

Those who adopt a fixed mindset are more likely to:
- Believe intelligence and talent are static
- Avoid challenges to avoid failure

- Ignore feedback from others
- Feel threatened by the success of others
- Hide flaws so as not to be judged by others
- Believe putting in effort is worthless
- View feedback as personal criticism
- Give up easily"

Source: https://www.mindsethealth.com/matter/growth-vs-fixed-mindset

Examples of fixed mindset sentences:
- I am not able to do this, because I am not talented.
- I only do things I am good at.
- It is not worth trying.
- I will never be good at this.
- I made a mistake, so I am not good at this.

Examples on how to adjust sentences:

Fixed Mindset	Growth Mindset
I am not able to do this, because I am not talented.	I am going to study and develop this competence to be able to do this.
It is not worth trying.	I will use some strategies that I learned and I will do my best.
I made a mistake, so I am not good at this.	This mistake will help me to improve next time.
I will never be good at this.	I will train to improve for next time.
She is very good at using digital tools. I will never be as good as her.	I will try to understand how she is so good with these skills.

CRITICAL THINKING
Activity 1: Is it fact or opinion?

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Is it fact or opinion?
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☐ Empathy ☐ Communication ☐ Collaboration ☐ Growth mindset ☒ Critical thinking ☐ Managing learning
Duration[1]	Approx. 1 hour
Type of activity	Self and group reflection and discussion
Short description	This activity helps adults to facilitate key critical thinking principles, and enables the participants to analyse information received, to distinguish if the spoken or written message is a fact or opinion. The activity is built to start individually and then in a group, in a way to support creativity and collaboration. This activity will help participants to differentiate between fact and opinion. A fact can be proven either true or false. An opinion is an expression of feeling or point-of-view and cannot be proven true or false.
Objectives	• Foster critical thinking as a part of career and life skills • Improve assessment skills • improve argumentation skills • Supporting reflective and independent thinking
Setting[2]	• 1 Facilitator • Room with chairs • Worksheets for each participant printed or digital
Facilitators' Tips[3]	Different examples of statements are provided, but the facilitator can use different statements that should be adapted to the context and the group of participants.

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

Step by step	1. The facilitator makes a short introduction explaining why critical thinking is important (please consult the Material for Facilitator worksheet) 2. The facilitator gives participants worksheets with statements (for examples of statements please consult the Material for facilitator worksheet) 3. For each statement, participants have to provide an answer if the statement is a Fact or Opinion. If the statement is a fact, the participants need to think about how it can be proven. If it's an opinion why the participants feel it can't be proven. 4. The participants work first individually and then compare answers and share views with each other.
Debriefing	● Was the activity easy, or not? Can you now distinguish what is an opinion and what is a fact or what is a rumour? ● What insights or learnings do you have about what information is , what is based on knowledge, and what is based on one's own or someone's opinion?
References	Games and Activities for Developing C R I T I C A L T H I N K I N G S K I L L S Workbook, Global Digital Citizen Foundation

"Is it fact or opinion"? – Material for Facilitator
Worksheet Critical thinking

We are constantly overwhelmed with messages seeking to persuade us, e.g. in media: internet, TV, newspaper etc. The quality of reasoning that supports these messages can vary significantly. We need to exercise our critical thinking skills if we want to avoid blindly accepting the beliefs that other people impose on us, and instead want to assert our own beliefs and conclusions.

Facts: Statements that can be verified. They can be proven true or false. Statements of fact are objective they contain information but do not tell what the writer thinks or believes about the topic.

Opinions: Statements that express a writer's feelings, attitudes, or beliefs. They are neither true nor false. They are one person's view about a topic or issue.

Types of Opinions:

1. Positions on controversial issues
2. Predictions about things in the future
3. Evaluations of people, places, and things.

Words to Identify Opinions:

4. Biased Words (bad, worse, worst, good, better, best, worthwhile, worthless, etc.)
5. Qualifiers (all, always, likely, never, might, seem, possibly, probably, should, etc.)

Examples of statements

6. Last year there was a horrible outbreak of flu. F
7. Babies generally start to talk between 18 and 24 months of age. F
8. More people stopped smoking last year than two years ago. F
9. Thousands of people die each year from the interaction of their prescription drugs F
10. Children should not be allowed to watch more than five hours of television per week. O
11. It's a fact that soccer and rugby are violent sports. O
12. Female doctors are more caring than male doctors. O
13. We must bear greater responsibility for the environment than our ancestors did. O
14. Nuclear power is the only viable solution to our dwindling natural resources. O
15. Cycling is a truly enjoyable form of exercise. O
16. The number of people who have high credit card debt is astonishing. O
17. "Spam" is the e-mail equivalent of junk mail. F

CRITICAL THINKING
Activity 2: Challenge assumptions

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Challenge assumptions
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☐ Empathy ☐ Communication ☐ Collaboration ☐ Growth mindset ☒ Critical thinking ☐ Managing learning
Duration[1]	Approx 40 minutes
Type of activity	Self and group reflection and discussion
Short description	This activity helps adults to facilitate key critical thinking principles, and enables the participants to question assumptions, and to re-evaluate problems taking into account different variables and sensible risks. The tasks are designed in a way to support creativity and collaboration. The task is foreseen as a group exercise.
Objectives	• Foster critical thinking as a part of career and life skills • Improve assessment skills • Improve argumentation skills • Supporting reflective and independent thinking
Setting[2]	• 1 Facilitator • Room with chairs, • Tables (1 per group) • Either paper A3, markers or online board
Facilitators' Tips[3]	The activity combines concepts and methods to increase critical thinking, like brainstorming, and challenge assumptions. As the activity may be difficult for the participants at the beginning, the facilitator can provide one example of a possible assumption/preconception. It may take a little time to get started, as for some people it will remain as an objective truth until the assumptions are pointed out to them; this is not unusual. However,

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

	once participants understand the task they can generally identify a number of assumptions themselves.
Step by step	1. The facilitator distributes to the participants a worksheet with the statement "An experienced teacher is the best person to design the lesson" explaining to participants that this statement is a truism that would generally be agreed with (please consult Material for Participants Worksheet) 2. Participants are then invited to deconstruct the phrase to identify where assumptions are being made in this statement. 3. The participants will work in small groups (3-4 people). 4. When the groups finish the list of assumptions, the facilitator provides an explanation of what critical thinking is. 5. The next stage is related to the method called 'what if-ing', in which a process of critical thinking is initiated by posing questions beginning with the words 'what if'. Facilitator takes one of the assumptions listed by the groups, and starts the question "What if". 6. Participants are invited to provide answers to questions presented.
Debriefing	● What insights or learnings do you have about yourself? ● Does the activity help you to work on your own argumentation? ● If you now recall some previous difficult situations, would you now think about other possible solutions? Would you now make a different decision?
References	Creative thinking in literacy and language skills Training Guidelines developed within the Erasmus + Project (2016)

"Critical thinking is not so difficult if we put our minds to achieving it, there are still little obstacles that may trip us up along the way, preventing us from achieving our goals." Our assumptions are often based on what we have experienced or been told in a previous situation, something we might refer to as 'received wisdom', which in the vast majority of cases is valid. However, a failure to challenge assumptions and to just accept things as they are, can seriously restrict our ability to find new ideas, methods, designs etc. Therefore, the conscious and deliberate act of challenging assumptions can and should be used in critical thinking. When faced with a scenario or statement we should attempt to understand if we are making any assumptions about the situation that may ultimately lead you to a predictable solution."

For the statement: "*An experienced teacher is the best person to design the lesson*"

The possible list of assumption include:

- Experience is an indicator of quality
- Somebody without teaching experience would not be good at designing the lesson
- Lesson design is not a democratic process
- A person needs to design the lesson
- A lesson needs to be designed
- A teacher should design the lesson.

For the "what if-ing" process.

We can illustrate this subsequent stage of the process: 'What if' we didn't design the lesson? (Challenging the assumption that a lesson needs to be designed).

Possible answers from other groups as an example:

- We could set a topic and invite learners to start discussing it and see where it takes us.
- We could ask the learners to design a lesson for themselves.
- We could introduce a topic and ask learners what they think they need to know or learn about this topic.
- We could inform learners of how they will be tested on the topic and let them manage their own learning as individuals OR in small peer groups.
- We could download a lesson plan or use a lesson plan that someone else has already designed.
- We could just set a test on the topic and see if the learners need to learn this material (they may already know it).

Statement	List the assumptions
"An experienced teacher is the best person to design the lesson"	

CRITICAL THINKING
Activity 3: Challenge assumptions

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Fake news
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☐ Empathy ☐ Communication ☐ Collaboration ☐ Growth mindset ☒ Critical thinking ☐ Managing learning
Duration[1]	Approx. 1 hour
Type of activity	Self and group reflection and discussion
Short description	This activity helps adults to facilitate key critical thinking principles and enables the participants to question assumptions, re-evaluate problems taking into account different variables and sensible risks. The tasks are designed in a way to support creativity and collaboration. The tasks cover individual and group exercises.
Objectives	• Foster critical thinking as a part of career and life skills • Improve assessment skills • improve argumentation skills • Improve problem-solving ability • Supporting reflective and independent thinking
Setting[2]	• 1 Facilitator • Room with chairs • Either paper A3, markers with different colours or boards (1 per group) or online board • Internet connection for the task 3 (optional)
Facilitators' Tips[3]	The tasks of this activity combine the concepts and methods needed to increase critical thinking, like brainstorming. Task 2 can be carried out as brainstorming and mind mapping. Small groups of 4-5 participants are created.

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

[3] What a person needs to know to implement the activity.

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	For task 3, after introducing the reflection questions on the topic of fake news, the facilitator can provide a definition and explain to the participants the term. Also, other terms like manipulation, propaganda, disinformation, deep fake etc can be explained.

Step by step	1. Task 1. The facilitator starts by asking participants some questions:
	  ● What do you associate with the term fake news?
	  ● Have you already had personal experiences with fake news?
	  ● Where and how was it? Was it celebrities or was it in your immediate social environment?
	  ● Why can it be important to deal with this content?
	2. The facilitator shows some picture or stories asking the participants is it true or fake. An example of fake picture is provided in the Material for facilitator worksheet
	3. Task 2. Participants are divided in small groups (4-5 elements) and asked to brainstorm on their ideas and experiences on spotting fake news and filling in the exercise provided in the Material for Participants
	4. At the end of the task, the participants present their results.
	5. The facilitator checks the results and eventually complements the answers.
	6. Facilitator explains to the participants the steps to assess a source (Material for facilitator worksheet)
	7. Task 3 (optional) Facilitator provides some news to the participants (short article, news or picture) and asks them to research to spot fake news

Debriefing	● Which tasks were easy, which not? ● What insights or learnings do you have about yourself? ● What do you think now about news, some articles appearing in media? ● Can you recall the most important steps in order to spot fake news?
References	EU-Initiative klicksafe www.klicksafe.de

Task 1

Provide examples of some news, pictures and state the question to the learners: "is it fake news?"

Here below there are two examples, however you can use any other resources.

Example 1: Use the website address below and write different texts on the given field. Then you can make a screenshot or show the text to the participants and asking them if this is a fake news or not?

http://hepwori.github.io/execorder/
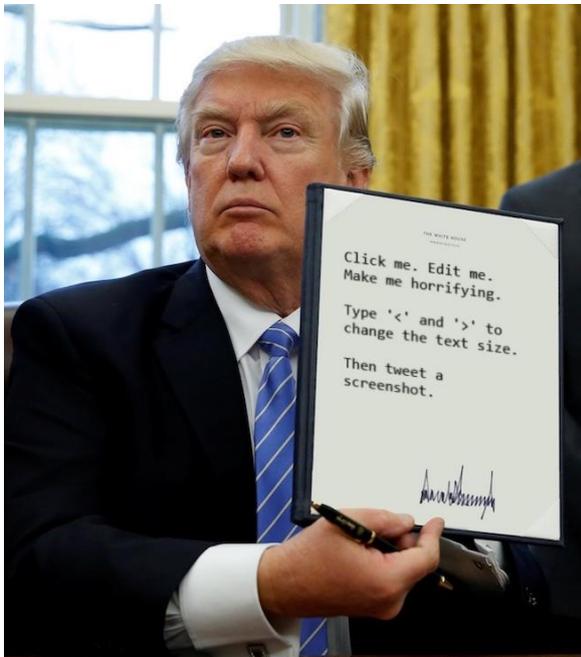
Example 2: Show the picture posted on the website, then show the real photo of the template view.

https://www.travelbook.de/fotografie/bali-instagram-tempel

Das Gate of Heaven am Tempel Pura Lempuyang Luhur auf Bali Foto: Getty Images

Instagram vs Reality at the Gates of Heaven, Bali.

Source: https://whatshotblog.com/pura-lempuyang-gates-of-heaven-bali/

Task 3 How to spot fake news

Steps to assessing a source

The internet offers unprecedented opportunities for information gathering. The ability to find information according to need and to assess it correctly is not an easy task in view of the mass and the new quality of false. With a few steps, you can better assess the seriousness of a piece of content:

1. Source: Check who is behind content! Who is the author? Check the imprint of the website.

2. Facts: Is it true what is claimed? Not everything is true! Is the topic dealt with in a similar way on other webpages or does it even appear in exactly the same wording? Texts that are abbreviated, based only on headlines, present little content and a lot of opinion, should be enjoyed with caution.

3. Pictures: Check, whether the picture used really belongs to the text or if it has been edited. In the case of false reports images from other contexts are often used.

4. Currentness of data: from which time does the information come? In search engines, an advanced searching option helps to find the latest information on a topic.

Also, Facebook issued a guide how to spot false news
https://www.facebook.com/formedia/blog/third-party-fact-checking-tips-to-spot-false-news

Task 2

How can fake news be recognised on the net?

Discuss with your colleagues the question „how we can recognise fake news on the net?" Try to recall your previous experiences when reading some news or articles on internet. Do you think that everything what you read is true? How do you know it?

How can fake news be recognised on the net?

MANAGING LEARNING
Activity 1: Traffic lights

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Traffic lights
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☐ Empathy ☐ Communication ☐ Collaboration ☐ Growth mindset ☐ Critical thinking ☒ Managing learning
Duration[1]	10 - 15 minutes
Type of activity	Self-assessment for adults with unmet literacy needs
Short description	This activity encourages participants to reflect on their knowledge and interests in the topic to be discussed. By effectively managing the learning process, the participants can enhance their understanding, improve their performance and achieve their learning goals more efficiently. Effective learning management begins with setting clear, specific goals. By defining what participants want to achieve, they can structure their learning activities accordingly and stay focused on their objectives. This activity allows adults to reflect on their knowledge towards the topic and this approach can be used by them, autonomously whenever they have contact with a new context, experience or theme.
Objectives	• Know the starting point on a situation/topic of each participant. • Encourage decision-making and improve oral expression • Generate reflection on different answers • Increase participants' motivation and engagement in their learning process based on their personal interests. • Know the strengths and weaknesses to adults to know where both (facilitator and participants) need to focus the learning and improvement
Setting[2]	• 1 facilitator • Projector or large screen

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

|	
	For face-to-face implementation ● Printed images if no screen is available for face-to-face implementation ● Red, orange and green colour cards
Facilitators' Tips[3]	Introduce the dynamic, explaining the meaning of each colour. Present a series of questions or situations to the participants. When showing the traffic light they must explain. Once all the participants have explained the reason for their answers, start a group discussion. When explaining the objectives of the activity, facilitator can mention something like, "By the end of this activity you will be able to: ● Reflect on your awareness or knowledge related to topics or themes. ● Learn what you can do to understand if you need to learn something in a new situation or whenever someone talks with you about a new topic. ● You can consider different points of view and perspectives on the issues. ● Continuously improve your knowledge through continuous reflection and learning. ● Identify areas where you might have gaps in your understanding or knowledge." For online implementation, it is recommended to have a board with the images/questions where participants can place a coloured ball.
Step by step	1. The facilitator explains the activity and its objectives. 2. The facilitator distributes the coloured cards or explains how to use the colours in an online setting 3. The facilitator explains that the cards simulate the traffic light and will be used to respond to different question, where Red means „nothing", Orange means „something" and Green means „a lot" 4. The facilitator shows images related to a situation/topic of his/her choice 5. For each image presented, the facilitator asks the following questions: ● Have you heard about the situation/topic before? ● Are you interested in learning about this situation/topic? ● Do you think that the situation/topic can be useful in your personal or professional life? ● Do you think it is a difficult situation/topic and it requires a lot of effort from you? 6. Participants use the colour code of a traffic light to answer the questions and show them to all the groups 7. The facilitator asks participants, on a count of three, to tell everybody to show the card or colour the image 8. For each question, facilitator can ask participants the following questions: ● Why did you choose the colour red/yellow/green for that question or situation? ● What factors influenced your decision? 9. After answering the questions, the group will have the opportunity to know more about the situation/topic (this can be done by a presentation made by the facilitator, visualisation of a video, exchange of experiences, search for information, ...)
Debriefing	● Can you show me which colour represents something you learned or understood during the session? ● Did you find any practical applications or connections to your daily life in the topic we discussed?
References	Activity based on https://www.orientacionandujar.es/tag/semaforo/

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[3] What a person needs to know to implement the activity.

Traffic lights – Material for facilitator
Worksheet - Managing learning

This technique is very useful because it allows the teacher to have a clear idea of the status of the work, encourages responsibility and autonomy. Learning reflection is a valuable process that allows people to evaluate their learning experiences, identify areas for improvement and improve them.
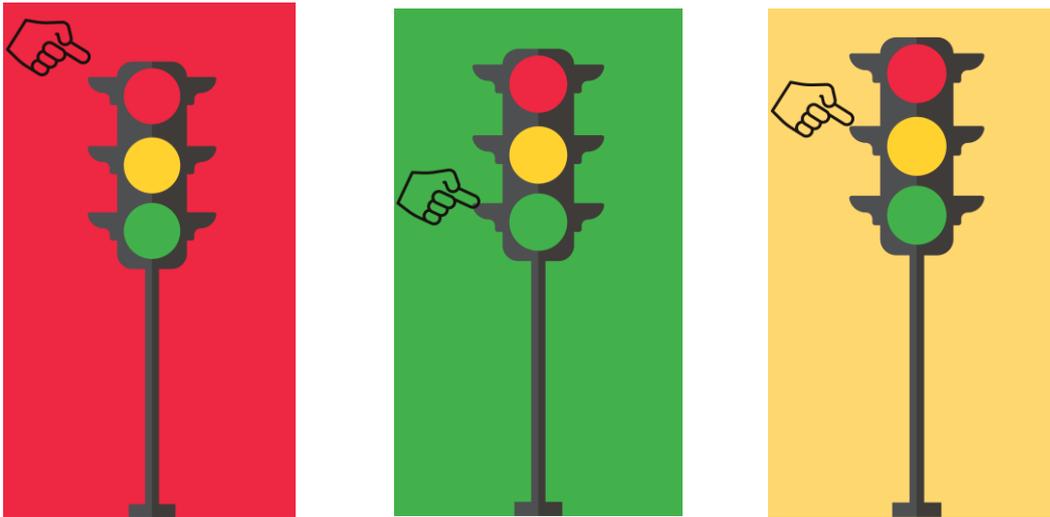
It is important to ask provoking questions to the student that encourage them to look deeper into their experiences and to ask questions that are accessible and tailored to their specific learning experiences. Don't forget to create a supportive environment for the students to share their reflections openly. Encourage them to do it. It is very important to be an active listener and ask them questions to further their reflections. We can also incorporate visual aids. The focus would be on their thoughts and interpretations of the topic.

MANAGING LEARNING
Activity 2: Unlocking learning

Activities to promote adults' personal, social and learn to learn skills

Description of initiatives comprised in this handbook.

Title/name	Unlocking learning
LifeComp Skill approached	☐ Self-regulation ☐ Flexibility ☐ Well-being ☐ Empathy ☐ Communication ☐ Collaboration ☐ Growth mindset ☐ Critical thinking ☒ Managing learning
Duration[1]	The duration of the activity is variable depending on the participants and how the facilitator adapts it according to the specific needs of the group. Approximate minimum time between 40-60 minutes.
Type of activity	Self-reflection
Short description	The activity encourages the adult learner to reflect on how they manage their study time and which methods they use to achieve the content and what things they will change to improve. These learning activities will help them to develop and promote a proactive approach to managing learning effectively. This activity is designed to be done in small groups.
Objectives	• Develop self-awareness and critical thinking skills related to managing one's own learning process. • Increase adults' motivation and their engagement in their learning process based on their personal interests. • Know the strengths and weaknesses to know where you need to focus learning and improvement.
Setting[2]	• 1 facilitator

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[1] It can be continuously.

[2] Materials and resources needed to implement it, including financial, human resources and spaces. In case is needed a worksheet, please use the following document to prepare it.

	• Pen • Material for participants worksheet printed or digital
Facilitators' Tips[3]	The table can be used as a learning diary and used regularly so the participants can record their achievements and challenges and their evolution. In the managing learning table worksheet, the facilitator encourages participants to set clear and specific learning goals. These goals have to be achievable and meaningful, helping the participants to be focused and motivated during the process. In the reflection column, it is important that the participants question themselves if the strategy used has been useful for them to achieve their objectives. Give constructive feedback and support during the activity to help the participant to evaluate their progress. Assist the participant to create a motivating and respectful learning environment.
Step by step	1. The facilitator introduces what the manage learning means and its importance in the learning process (please consult Material for facilitator worksheet) 2. The facilitator asks questions to have an idea of the participant's starting point and to know how they manage learning. The facilitator starts by reflecting on the current learning strategies and habits of the participants asking them some questions to create self-reflection. The facilitator asks questions such as: **What is your personal experience in terms of learning something new?** • What do you like or would you like to learn at this moment (e.g. identify a topic that you love, an activity you would like to learn, a competence you would like to have)? • What do you like or would you like to learn in the future (e.g. identify a topic that you love, an activity you would like to learn, a competence you would like to have)? • Have you observed any pattern or moment of the day that makes it easier for you to concentrate? • Do you think it is important to set goals when learning something new? • Do you have a goal you would like to achieve? • Have you ever experienced a situation that you felt motivated to learn? What motivated you? • Do you think that the environment and personal situation affect our ability to learn? Why? 3. Participants are given some time to reflect 4. The facilitator distributes Table 1 and asks the participants to answer to the questions presented in the table, based on their previous self-reflection (please consult Material for participants worksheet). 5. Facilitator asks participants to identify, at least, three areas where they believe they can improve their learning management. The examples may include: • Setting clearer and more achievable learning goals and actions done to achieve it. • Improving note-taking strategies or finding alternative methods to retain information effectively. 6. The participants will share their reflections with the class, or with the teacher, depending on what the learner wants to share and with whom he wants to do it.

[3] What a person needs to know to implement the activity.

	7. Participants write their reflections in the <u>managing learning table</u> (please consult Material for participants worksheet). 8. Facilitator asks participants to brainstorm and write down potential solutions or strategies for each area of improvement that can help them face the challenges they identified, depending on who they wanted to share with, the suggestions can be from the whole class or only from the teacher.
Debriefing	● What did I learn from this activity? ● How did this activity influence learning new things? ● Do you know how to apply what you have learned in your day to day? ● Can you name an example where prior learning has helped you understand and learn something new? ● Has learning new things brought you any benefit in your daily life or in your work/educational environment? ● What has been the impact of learning on your confidence to face new learning challenges?
References	https://www.edutopia.org/ https://www.teachthought.com/

Managing learning refers to the skills and strategies we use to organise, track and evaluate our own learning process. This involves setting goals, addressing weaknesses, planning dedication time and staying motivated. By developing strong managing learning skills, we can improve our ability to learn.

Managing learning refers to the ability to plan, regulate and evaluate our own learning process. This includes setting goals, being aware of our weaknesses, being honest with ourselves, adapting to our needs and selecting appropriate learning strategies. For that, it is important to do self-reflection in order to adapt more to our needs and design a good learning plan and improve. It's important that the facilitator emphasises that the participants have to be honest with themselves when answering the questions worksheet.

Managing learning competence plays an important role in making the learning experience effective. As a facilitator understanding and supporting the competence will improve the learning process.

Table 1

Question	Answer
How do you currently approach learning new topics or skills?	
What methods do you use to organise and manage your learning materials?	
How do you set goals and track your progress?	
Are there any challenges or areas for improvement in managing your learning effectively?	

Table 2

What do I want to learn in the near future?	What can I do to learn best?	Reflections and lessons learned