



BE*in*
EUROPE

FOSTERING ACTIVE INCLUSION IN EUROPE – BE IN EUROPE

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INTELLECTUAL OUTPUT 2

“Learning Device for Migrants”

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Consortium concluded by:



PURPOSE OF THE TRAINING FRAMEWORK

This training framework is made to assist migrants on developing their psychosocial competencies. This framework could be used either in its complete form, or as a source of learning components for being adapted in everyday requirements. It should be addressed in complementarity with the other Intellectual outputs developed within the project Erasmus+ “Be in Europe”. This training framework is a guide for migrants on the teaching process and inform the learners about what they are expected to know, understand and able to do after a given learning activity.

1. Introduction

The aims of the Intellectual Output 2 “Learning Device for migrants” are:

- The development and/or acquisition of psychosocial skills of migrants.
- The definition and mapping of Knowledge, Skills and Responsibilities (competencies) that are included inside an overall Curriculum adapted in a way that clarify the main objectives of the Output.
- The construction of a Theoretical Framework for teaching psychosocial competencies to migrants and support them to their integration procedure.
- The recognition of competences in different countries, supporting the migrants and refugees across Europe (EQF and ECVET), by using tools, methodologies and activities connected to the Curriculum and the Theoretical Framework of the Output.

Thus, the main tasks of the Output are:

- Curriculum: Sets the framework for planning the teaching and learning device for migrants. Learning outcomes, as an important part of the curriculum, guide migrants on the teaching process and inform the learners about what they are expected to know, understand and able to do after a given learning activity.
- Theoretical Framework: Attempts to offer the framework of the curriculum and activities of Intellectual Output 2 (for the implementation of the learning device for migrants). Handbook is presented by suggesting tailored methodologies and information about the psychosocial competencies of migrants.

- **Toolbox:** The activities provided, addressed to migrants and refugees, are composed by activities and exercises, useful resources, tools and specific methodologies to facilitate the implementation of the learning process to migrants.

In order to bring this training framework to one body six partner organisations worked on it: CIEP (BE), SC'opara (FR), CIVIFORM (IT), IASIS (GR), TTB (BG) and ISQ (PT).

The main thematic areas of the Intellectual Output 2 “Learning Device for migrants” are :

1. Self-awareness
2. Creative thinking
3. Problem-solving
4. Decision making
5. Communication skills
6. Intercultural knowledge
7. Resilience
8. Time management
9. Emotional regulation
10. Interpersonal relationships
11. Stress management
12. Attitude: Empathy, acceptance

2. Curriculum

Learning outcomes, as an important part of the curriculum, guides the target group (in this case migrants and refugees) on the teaching process and inform the learners about what they are expected to know, understand and be able to do after a given learning activity. For the definition of the Be in Europe learning outcomes the consortium adopted the methodological indications provided in the following documents.

The curriculum, was developed according to the European Qualifications Frameworks (EQF) descriptors, having in mind the national specificities and contexts. The core of the EQF concerns eight reference levels describing what a learner knows, understands and is able to do – 'learning outcomes'. Levels of national qualifications will be placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). This will enable a much easier comparison between national qualifications and should also mean that people do not have to repeat their learning if they move to another country.

For the needs of the specific curriculum, which addressed to migrants we based on EQF level 3:

Table n.2: EQF level

Level 3:	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems
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Learning outcomes regarding knowledge, skills and responsibilities that the beneficiaries will gain after the completion of this chapter are referred analytically and divided in sections related to the Thematic Units approached. (See *Table n.1: Thematic Units per Organization*)

2.1. Self-awareness

OBJECTIVES

Self awareness is good knowledge and judgment about yourself.

The aims of this unit are :

- Understand the links between and emotions, thoughts and actions, including what they say ;
- Understand how feelings will therefore affect performance

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
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at the end of the unit the learners will be able to

<ul style="list-style-type: none"> -Perceive others accurately. -Develop an authentic personal brand. -Know what emotions they are feeling at any given time, and why. -Be aware of their own values and respect the others' beliefs and perspectives. 	<ul style="list-style-type: none"> -Recognize emotions, behaviors, beliefs, motivations and other characteristics such as strengths and weaknesses, to identify and understand as a separate entity. -Analyze a vital skill to learn and develop good emotional intelligence. 	<ul style="list-style-type: none"> -Have a good understanding of who they are and how they can develop themselves as personalities.
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EQF LEVEL	ECVET CREDIT
3	0,5

LEARNING HOURS				
Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2

This unit will be delivered through:

Debate, brainstorming, handouts, hands-on, group work, Internet research, videos, presentations, story telling

The unit will be assessed through:

On-going assessment, skills demonstrations, reflective reports, self-assessment questionnaires

2.2. Creative thinking

OBJECTIVES

Creative thinking is the ability to consider something in a new way.

This Unit aims to raise creative thinking of the beneficiaries in order to develop and improve their business. Also, aims to create new, feasible ideas.

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
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at the end of the unit the learners will be able to

<ul style="list-style-type: none"> -Practice various techniques of idea generation and creative thinking. -Recognise the barriers of creative thinking and discuss methods to avoid these blockages. -Know how to facilitate and improve their way of thinking by using their creativity. 	<ul style="list-style-type: none"> -Have the ability to analyse things first, before they behave. -Think about things no one else has considered before. -Solve an important issue. -Structure a plan of action with clear goals and deadlines. 	<ul style="list-style-type: none"> - Understand creativity and how it is developed -Judge the importance of creative thinking in a business environment. -Apply a range of thinking tools to generate creative ideas and develop solutions. -Acquire the confidence and skills to promote fresh solutions within their companies. -Identify ways of using creative thinking in their work.
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EQF LEVEL	ECVET CREDIT
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3

0,5

LEARNING HOURS

Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2
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This unit will be delivered through:

Debate, brainstorming, handouts, hands-on, group work, Internet research, videos, presentations, story telling

The unit will be assessed through:

On-going assessment, skills demonstrations, reflective reports, self-assessment questionnaires

2.3. Problem-Solving

OBJECTIVES		
<p>Problem-solving skills help you determine the source of a problem and find an effective solution. Although problem-solving is often identified as its own separate skill, there are other related skills that contribute to this ability.</p>		
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<p><i>at the end of the unit the learners will be able to</i></p>		
<ul style="list-style-type: none"> -Analyse the factors or causes contributing to the unwanted situation. -Evaluate the best solutions based on their own needs. -Understand important definitions, such as Emotional Intelligence, as the ability to recognise the emotions of him/her self and others, will assist to find an appropriate solution. 	<ul style="list-style-type: none"> -Make use of Creativity. Problems are usually solved either intuitively or systematically. Intuition is used when no new knowledge is needed. -Choose Team Working if necessary to solve a problem. Many problems are best defined and solved with the input of other people. Team working may sound like a 'work thing' but it is just as important at home and school as well as in the workplace. -Make use of emotional Intelligence. It is worth considering the impact that a problem and/or its solution has on you and other people. -Choose Risk Management if needed. Solving a problem involves a certain amount of risk - this risk needs to be weighed up against not solving the problem. You may find our Risk Management page useful. 	<ul style="list-style-type: none"> -Apply Researching Skills. Defining and solving problems often requires you to do some research: this may be a simple Google search or a more rigorous research project. -Apply the best strategy that fits better with the initial scope. -Be responsible for choosing the best problem-solving and decision-making are closely related skills, and making a decision is an important part of the problem-solving process.
EQF LEVEL		ECVET CREDIT
3		0,5
LEARNING HOURS		

Total = 15

Contact = 7

Hands-on = 4

Self-study = 2

Assessment = 2

This unit will be delivered through:

Debate, brainstorming, handouts, hands-on, group work, Internet research, videos, presentations, story telling

The unit will be assessed through:

On-going assessment, skills demonstrations, reflective reports, self-assessment questionnaires

2.4. Decision making

OBJECTIVES

This Unit aims to empower the decision-making capacity of the beneficiaries, as no human activity can avoid it as a process making. It is very crucial to the functioning of an organisation or any life for that matter.

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
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at the end of the unit the learners will be able to

<p>-Understand that knowledge is not a requirement regarding decision-making as it is a transversal competence.</p> <p>- Learn on how they can use the failures as opportunities to learn.</p> <p>-Have knowledge on finding evidence of consistently better results despite occasional failures.</p> <p>- Measure the progress toward long term goals.</p>	<p>- Increase the objectivity and use of information and evidences, in order to be more effective regarding the decision made.</p> <p>- Increase the decision making confidence through relevant practical methodologies.</p> <p>- Consider and create more options regarding their decision made.</p> <p>- Increase the ability to motivate needed commitment and action.</p> <p>- Manage emotions toward achieving desired outcomes.</p> <p>- Better decision timing and prioritization.</p> <p>-Increase the ability to imagine and project possible consequences.</p>	<p>-Develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility.</p> <p>-Improve the choices of alternatives and the way of making choices.</p> <p>- Be responsible on growing influence and communication among the other migrants, who collaborate with.</p>
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EQF LEVEL	ECVET CREDIT
3	0,5

LEARNING HOURS				
Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2

This unit will be delivered through:

Debate, brainstorming, handouts, hands-on, group work, Internet research, videos, presentations, story telling

The unit will be assessed through:

On-going assessment, skills demonstrations, reflective reports, self-assessment questionnaires

2.5. Communication Skills

OBJECTIVES

The objective of this Unit, is to enhance the capacity of beneficiaries to communicate efficiently in order to be able to exchange information and ideas, whether written or verbal. A good and effective communication skills is a prerequisite to reduce the sources of intercultural misunderstanding and conflicts.

Upon completion of Learning Unit, the participants will be able to:

- Understand communication ways, structures and barriers;
- Apply techniques to overcome these barriers;
- List the most common communication issues in multicultural contexts;
- Monitor and critically reflect on these communication skills

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
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at the end of the unit the learners will be able to

-Have basic knowledge about types of communication. -Have knowledge of non-verbal, written and verbal expression rules. -Know the socio-cultural codes and costumes of the hosting country.	- Listen actively to the interlocutors. - Verbalize their ideas and feelings. - Express their ideas and feelings in writing. - Identify the main cultural codes & costumes in their environment.	-Demonstrate these tasks in their daily requirements. - Show respect to the interlocutor and interest in the discussion. - Communicate and interact with others about various topics. - Use and manage and produce written texts with help of the facilitator. - List the cultural codes & costumes with help of third persons.
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EQF LEVEL	ECVET CREDIT
3	0,5

LEARNING HOURS

Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2
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This unit will be delivered through:

Debate, brainstorming, handouts, hands-on, group work, Internet research, videos, presentations, story telling

The unit will be assessed through:

On-going assessment, skills demonstrations, reflective reports, self-assessment questionnaires

2.6. Intercultural Knowledge

OBJECTIVES

In this Unit cultural similarities and differences will be discussed. The concepts of “interculturality” will be evaluated by linking it to real-life situations. The aim is to guide learners towards appreciation of diversity, promoting awareness of the positive value of cultural diversity and its contribution for humanising globalization and establishing permanent peace.

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
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at the end of the unit the learners will be able to

<ul style="list-style-type: none"> -Aware about the definition of interculturality. -Culture specific knowledge. -Identify similarities & differences among cultures. -Recognise the value of diversity and appreciate others` culture and their contribution to society. 	<ul style="list-style-type: none"> -Understand how one’s culture has shaped one’s identity & world view. -List basic information about other cultures. -Evaluate cultural differences and how to use them for creative synergies. 	<ul style="list-style-type: none"> -Seek out other cultures’ attributes. -Tolerate ambiguity and viewing it as a positive experience. -Move beyond one’s comfort zone -Handle situations involving different cultures in a sensitive way. -Interpret situations advocating for others and act in solidarity when others of diverse culture are being treated unfairly.
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EQF LEVEL	ECVET CREDIT
3	0,5

LEARNING HOURS				
Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2

This unit will be delivered through:

Debate, brainstorming, handouts, hands-on, group work, Internet research, videos, presentations, story telling

The unit will be assessed through:

On-going assessment, skills demonstrations, reflective reports, self-assessment questionnaires

2.7. Resilience

OBJECTIVES

The objective of this unit is to provide beneficiaries with competences that will allow them to improve their emotional resistance and manage daily life obstacles in different contexts – personal, social, and professional.

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
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at the end of the unit the learners will be able to

<p>Have basic knowledge of:</p> <ul style="list-style-type: none"> - resilience definition; -consequences of obstacles on individuals; -characteristics of a resilient person; -strategies to build resilience; -strategies to overcome adverse situations. 	<ul style="list-style-type: none"> -Explain what is resilience and its importance. -Identify daily life obstacles in different contexts – personal, social, and professional – and their consequences on individuals. -Recognise the characteristics of a resilient person -List strategies to improve personal resilience -List strategies to manage daily life obstacles in a positive way 	<ul style="list-style-type: none"> -Improve emotional resistance before adverse circumstances. -Change common negative reactions to adversity adapting behaviour to each situation.
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EQF LEVEL	ECVET CREDIT
3	0,5

LEARNING HOURS				
Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2

This unit will be delivered through:

Debate, brainstorming, handouts, hands-on, group work, Internet research, videos, presentations, story telling

The unit will be assessed through:

On-going assessment, skills demonstrations, reflective reports, self-assessment questionnaires

2.8. Time Management

OBJECTIVES

The objective of this unit is to provide beneficiaries with knowledge that will allow them to master techniques, to organise their daily personal and professional tasks with greater effectiveness regarding time management, for the improvement of their performance in these contexts.

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
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at the end of the unit the learners will be able to

Have basic knowledge of: -time management techniques; - planning of tasks; - time-wasters.	-Identify individual time management techniques -Prioritize tasks according to urgency and importance criteria - Plan personal and work tasks using time management grids - Recognise and deal with sources of waste of time	-Change organisation habits in order to plan tasks by priorities -Improve tasks accomplishment by doing more in less time
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EQF LEVEL	ECVET CREDIT
3	0,5

LEARNING HOURS				
Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2

This unit will be delivered through:

Debate, brainstorming, handouts, hands-on, group work, Internet research, videos, presentations, story telling

The unit will be assessed through:

On-going assessment, skills demonstrations, reflective reports, self-assessment questionnaires

2.9. Emotional Regulation

OBJECTIVES

The objective of the training is to raise the awareness on the topic, as well as to make the trainees recognize the need to identify different situations in order to adapt to the demands of our environment.

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
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at the end of the unit the learners will be able to

-Label the situations and choose a strategy for handling it. -Recognize the different situations in order to regulate the emotions regarding the demands of these situations.	-Handle their own emotions and understanding them correctly. -Learn how to understand and work with the relationship between thoughts, feelings and behaviours.	-Identify their own emotions, their impact on their behaviour and to list adequate steps to solve potential behavioural problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility.
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EQF LEVEL	ECVET CREDIT
3	0,5

LEARNING HOURS

Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2
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This unit will be delivered through:

Debate, brainstorming, handouts, hands-on, group work, Internet research, videos, presentations, story telling

The unit will be assessed through:

On-going assessment, skills demonstrations, reflective reports, self-assessment questionnaires

2.10. Interpersonal Relationships

OBJECTIVES

Ineffective communication causes loneliness, conflicts, family problems, professional dissatisfactions, psychological stress, physical illness and even death, when communication breaks down.

We communicate in order to: get acquainted, express emotions to others, share information, persuade others **to understand our personal views, build relationships.**

Interpersonal Communication is the lifeblood of every relationship. Good relations are nurtured by open, clear and sensitive communication.

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
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at the end of the unit the learners will be able to

<ul style="list-style-type: none"> -Give and collect information. -Influence the attitudes and behaviour of others. -Form contacts and maintain relationships. -Make sense of the world and our experiences in it. -Express personal needs and understand the needs of others. -Give and receive emotional support. -Make decisions and solve problems. -Anticipate and predict behaviour. 	<p>In order to be effective at expressing oneself clearly and build relationships, the trainees should acquire the following competencies:</p> <ul style="list-style-type: none"> -Examine some of the most important features of non-verbal communication and to indicate how they may be used to indicate exactly what interpretation should be put on the words that are uttered -Close enough to see and hear. Facing squarely the person, persons, or situation. Looking directly at persons and situation; making eye contact. -Posture erect to show strength and confidence. -Eliminate distracting behaviours, e.g., biting nails, foot tapping, etc. Inclining forward to show that you are focused, interested, and concerned. -Observe carefully at behaviour appearance, and environment. Drawing inferences (initial conclusions subject to change as information becomes available) about feelings, relationships, energy levels, and values. Determining if things are normal or abnormal. Deciding whether it's a "trouble" or "no trouble" situation. 	<ul style="list-style-type: none"> -Identify other people's reactions to what and how they speak and check their impact on their behaviour. -List adequate steps to solve potential behavioural problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility.
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-Listen suspend judgment temporarily so you can hear what's being said. Pick out key words and phrases.

-Determine the intensity considering both volume and emotion. High intensity with an offender is a sign of danger. Reflect on the mood as positive, negative, or neutral, and whether this mood is normal or abnormal.

EQF LEVEL	ECVET CREDIT
3	0,5

LEARNING HOURS				
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The unit will be assessed through:

On-going assessment, skills demonstrations, reflective reports, self-assessment questionnaires

2.11. Stress Management

OBJECTIVES

The ultimate objective of this Unit, is to empower and strengthen the beneficiaries' stress management skills, in order to reduce their level of stress and regulate the anxiety situations more effective.

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
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at the end of the unit the learners will be able to

<p>Have basic knowledge related to:</p> <ul style="list-style-type: none"> -Stress management tasks for reducing the level of stress. -How stress affect the physical state of the individuals. 	<ul style="list-style-type: none"> -Try to apply these tasks in their everyday routine in order to deal with anxiety situations. -Recognize the signs that the body gives for warning the individuals about the symptoms that caused from a stressful condition. 	<ul style="list-style-type: none"> - Demonstrate these tasks in their daily requirements. -Evaluate the anxiety factors in order to reduce the stressful feeling.
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EQF LEVEL	ECVET CREDIT
3	0,5

LEARNING HOURS				
Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2

This unit will be delivered through:

Debate, brainstorming, handouts, hands-on, group work, Internet research, videos, presentations, story telling

The unit will be assessed through:

On-going assessment, skills demonstrations, reflective reports, self-assessment questionnaires

2.12. Attitude: empathy, acceptance

OBJECTIVES

The aim of this Unit is to assist the target group to improve attitude elements, such as being more empathetic or accepted, in order to raise their collaboration and coordination with others.

KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
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at the end of the unit the learners will be able to

<p>Have basic knowledge related to:</p> <ul style="list-style-type: none"> -Understand the importance of being in others' position. -Be aware about how they can be more tolerant. 	<ul style="list-style-type: none"> -Be able to understand the others' perspective and get into their shoes. -Be able to adapt a more resilient attitude. 	<ul style="list-style-type: none"> -Behave with others in harmony. -Collaborate more efficient with others and build tolerant relationships.
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EQF LEVEL	ECVET CREDIT
3	0,5

LEARNING HOURS				
Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2

This unit will be delivered through:

Debate, brainstorming, handouts, hands-on, group work, Internet research, videos, presentations, story telling

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3. Theoretical Framework

Be in Europe Theoretical Framework aims to provide in depth information about basic concepts, definitions and innovative methodological approaches for teaching psychosocial competencies to migrants and support them to their integration procedure.

The Theoretical Framework will provide a deep insight including:

- Introduction to the terms of Be in Europe project, regarding the respective Learning Units.
- Provision of the framework of the curriculum and activities of Intellectual Output 2(for the implementation of the learning device for migrants). Consequently, the activities-tools provided will deepen to the under-discussion topics.
- Demonstration of basic methodologies and theories directly connected to the thematic areas addressed to migrants, with ultimate goal of enriching their psychosocial competencies.

3.1. Self-awareness

CONTENT DEVELOPMENT TABLE

DESCRIPTION:

Aims of the subject:

- To know about Self Concepts – Who I am
- Importance of Self Awareness in professional and personal life
- Importance of Assessing ourselves in our professional life
- Knowing how to promote ourselves in various situations

Objectives of the unit:

- To Know the components of Self Concepts
- To Understand Strength and Weakness of our personal life
- To elaborate our skills in different situations

KEY CONCEPTS:

Personality traits, Personal values, Habits, Emotions, Psychological needs

HOW TO USE THE METHODOLOGY IN THE LEARNING DEVICE:

Self-Awareness Methodology integrates well-known behaviour modification, therapeutic and communication tools in a unique, effective way. It's simple and flexible and is tailored to fit migrant's situations. With this unit the beneficiaries will be able to learn empowering their selves and others.

We all want harmonious environments, a feeling of wellbeing and happiness. In order to make this change happen, we need to understand:

1. Who we are and
2. Why we do and what we do.

Safety, value and a sense of belonging are three key aspects of individual and social wellbeing. Self-Awareness Method (SAM) also addresses these building-blocks to help foster physical, mental, emotional and social health. It also takes time to explore thoughts and feelings. Then, equipped with knowledge, it needs team work for achieving the desirable changes.

Self-Awareness Method (SAM) can be used by anyone committed to maintaining strong, productive relationships. SAM can be used at work alongside existing professional developments frameworks. SAM does not require continual rehashing of the problems, making it ideal for group settings.

Booster sessions are popular to ensure an integrated understanding of the concepts and strategies.

RECOMMENDATIONS:

Self-awareness is not a destination point, but rather an emerging process where one continually comes to understand his or her unique talents, strengths, sense of purpose, core values, beliefs and desires.

It will be important to test activities any times belong the unit to measure level of personal development.

REFERENCES FOR FURTHER READING:

.Diary Methods: Understanding Qualitative Research - Page 207

Lauri L. Hyers - 2017 -

See also **methodological** reflexivity; researcher reflexivity in biographical analysis , 123 defined, 106, 107, 136 personal, ... See also reflexivity self-report (**methodology**), 16, 17 **self-understanding**, 45 semiotics, 44 semiotics diary studies , 41 ...

3.2. Creative thinking

CONTENT DEVELOPMENT TABLE

DESCRIPTION:

With increasing standardisation through technology, the business world is sorely in need of creativity and new ideas. The pressures of work, however, make it very difficult for us to break out of our everyday routines and "think outside the box". The objective of this course is to provide participants with the tools and methods they need to develop creative thinking techniques that they can apply in diverse situations.

By the end of the course, participants will recognise their lateral and logical abilities and gain self-confidence to deal with day-to-day issues, problems and challenges.

OBJECTIVES OF THE UNIT:

Dare to release the creativity that is in itself.

Create the supportive environment of creative thinking.

Know how to emerge new ideas in team.

Learn the methodology of creativity.

KEY CONCEPTS:

creativity, problem-solving, cooperation

HOW TO USE THE METHODOLOGY IN THE LEARNING DEVICE:

Creativity is the psychological process that reflects the ability of an individual or a group to imagine and produce a new concept, a new object or an original solution to a problem.

It also expresses the capacity of the Person to produce ideas and solutions that make it possible to reach objectives effectively and efficiently.

Creativity helps to develop self-confidence for being able to produce new ideas that develop the feeling of control of a situation.

With creativity, migrants have total control of unfolding of their life and, therefore, they dare act instead of experiencing the events of life.

In trades where time is equal to money, creativity is a factor of success because we become able to produce faster new ideas and gain time while others are still searching.

Why migrants must be creative?

- Creativity helps to improve the quality of life and to put into practice all the works of personal development that migrants have been able to read in their life because when they are able to achieve their goals with their ideas, nothing will be able to stop them.
- Creative people do not know how to stay long behind an obstacle because, quite simply, they are constantly seeking and quickly find the possibilities of solution and output.
- In the professional world, creative thinkers are considered as the pearl of the company because with their ideas, society keeps its place in the marathon of progress and the economy.

Methods and tools will be adapted to these objectives.

RECOMMENDATIONS:

Creative thinking really involve:

1/A state of mind

Creative thinking skills are as much about attitude and self-confidence as about talent. Creativity is often less ordered, structured and predictable. As it's not looking for 'one' answer, migrants are likely to come up with lots of suggestions that are not 'right'. This can be difficult if they are more used to analytical and logical approaches. It can also be experienced as 'risky' as the prospect of making a mistake or not coming up with an answer is more likely.

2/Creativity and emotions

Strong emotional self-management is often needed in order to allow creative thinking states to emerge. It is important to be able to cope with risk, confusion, disorder and feeling that you are not progressing quickly.

3/Creative thinking techniques

There is no limit to ways there are of thinking creatively. Some techniques we can begin with are:

- Brainstorm ideas on one topic onto a large piece of paper: don't edit these. Just write them down.
- Allowing yourself to play with an idea whilst you go for a walk.
- Draw or paint a theory on paper.
- Ask the same question at least twenty times and give a different answer each time.
- Combine some of the features of two different objects or ideas to see if you can create several more.
- Change your routine. Do things a different way. Walk a different route to college.
- Let your mind be influenced by new stimuli such as music you do not usually listen to.

- Be open to ideas when they are still new: look for ways of making things work and pushing the idea to its limits.
- Ask questions such as 'what if...?'. Or 'supposing...?'

4/Combine analytical and creative thinking skills

Many important breakthroughs in science and innovation have resulted from:

- Focusing on a subject in a logical, analytical way for some time, thinking through possible solutions.
- Daydreaming or distracting the mind, but holding the same problem lightly 'at the back of the mind'.
- The answer has often emerged on dreams or daydreams when the innovator was not trying so hard to find the answer. However, the daydream on its own did not achieve anything.

REFERENCES FOR FURTHER READING:

- The Art of Creative Thinking - Rod Judkins, (**Anglais**) – 9 avril 2015

*Plan to have more accidents. Be mature enough to be childish. Contradict yourself more often. Discover the Art of Creative Thinking. *From the publishers of the international bestseller The Art of Thinking Clearly*

- La boîte à outils de la créativité: Par l'inventeur de la pensée ... **Edward de Bono** - 2013

La créativité n'est pas réservée aux génies ! Elle ne relève pas non plus de l'inspiration ou du délire. Au contraire, pour Edward de Bono, elle est à la portée de tous si elle est structurée et rigoureuse.

3.3. Problem-Solving

CONTENT DEVELOPMENT TABLE

DESCRIPTION. Provide general information on the psychosocial competence you are responsible.

What is the general point regarding the unit:

Problem-solving consists of using generic or ad hoc methods in an orderly manner to find solutions to problems. Some of the problem-solving techniques developed and used in philosophy, artificial intelligence, computer science, engineering, mathematics, or medicine are related to mental problem-solving techniques studied in psychology.

Problem-solving refers to the process of finding solutions to problems encountered in life. Solutions to these problems are usually situation or context-specific. The process starts with problem finding and problem shaping, where the problem is discovered and simplified. The next step is to generate possible solutions and evaluate them. Finally, a solution is selected to be implemented and verified. Problems have a goal to be reached and how you get there depends upon problem orientation (problem-solving coping style and skills) and systematic analysis. Problem-solving has been defined as a higher-order cognitive process and intellectual function that requires the modulation and control of more routine or fundamental skills.

This unit has the aim of describing activities in which the trainers will improve their problem-solving skill.

KEY CONCEPTS. Provide key ideas regarding the concept:

You can use many different approaches to problem-solving, but you will typically work through four distinct stages no matter what route you take. Understanding each step of the process will help you hone your problem skills to better serve you along your journey toward a smart, workable solution.

Define the Problem

Brainstorm Alternatives

Choose the Best Strategy

Implement Your Solution

HOW TO USE THE METHODOLOGY IN THE LEARNING DEVICE:

Problem-solving is an effective teaching strategy to enhance the student learning process and inculcate students with skills to adapt to real-life situations. Problem-solving is indeed recognized as an important life skill involving a range of processes including analyzing, interpreting, and reasoning, predicting, evaluating and reflecting. For that reason, educating students as efficient problem solvers is an important role of education. The experimental group students' success in problem-solving activities has increased while the control group students' success has not changed significantly.

RECOMMENDATIONS: Some brief conclusive message(s) about the connection of the competence with the activities:

The activity provided, that is directly connected with the aims of this Unit, will make the participants reflect about their group activity. This challenge provides a shared experience, a common language, a common position to build a prototype. This is its great added value.

The proposed activity is directly linked with problem-solving as its aim is to solve a situation using only the available materials. The marshmallow is a metaphor for the hidden assumptions of a project: Most people assume that marshmallows are light and fluffy and easily supported by the spaghetti sticks. Yet, when a group starts to build their structure, they discover that marshmallows are a lot heavier than they appear. Therefore, the lesson is the real needs of our customers, the real cost of a product, etc. – and test them early and often. This is the process that leads to effective innovation.

REFERENCES FOR FURTHER READING: List the books, publications and links that helped you develop this form and suggest some further readings

- Manage International Consulting
<http://www.manageconsulting.it/default.asp?ID=327&ID2=0&L=1>
- See Problems As Opportunities, Mona Patel
<https://www.youtube.com/watch?v=FzAyOddR5u4>
- Rubin, M.; Watt, S. E.; Ramelli, M. (2012). "Immigrants' social integration as a function of approach-avoidance orientation and problem-solving style". International Journal of Intercultural Relations.
<https://www.sciencedirect.com/science/article/abs/pii/S0147176711001313?via%3Dihub>
- Tom Wujec presents some in-depth and surprising research on the "marshmallow problem" - a simple team-building exercise made with spaghetti, a metre of adhesive tape and a marshmallow.
https://www.ted.com/talks/tom_wujec_build_a_tower?language=it#t-272229
- Marshmallow Challenge – Facilitator guide
<https://www.toastmasters.org/~media/8a6a24ead731427190be0352ea2996e7.ashx>

3.4. Decision making

CONTENT DEVELOPMENT TABLE

DESCRIPTION. Provide general information on the psychosocial competence you are responsible. What is the general point regarding the unit:

Decision-making is regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities. Every decision-making process produces a final choice, which may or may not prompt action.

Decision-making is the process of identifying and choosing alternatives based on the values, preferences and beliefs of the decision-maker.

Characteristics of decision-making

- ✓ Objectives must first be established
- ✓ Objectives must be classified and placed in order of importance
- ✓ Alternative actions must be developed
- ✓ The alternatives must be evaluated against all the objectives
- ✓ The alternative that is able to achieve all the objectives is the tentative decision
- ✓ The tentative decision is evaluated for more possible consequences
- ✓ The decisive actions are taken, and additional actions are taken to prevent any adverse consequences from becoming problems and starting both systems (problem analysis and decision-making) all over again
- ✓ Some steps are generally followed that result in a decision model that can be used to determine an optimal production plan
- ✓ In a situation featuring conflict, role-playing may be helpful for predicting decisions to be made by involved parties

In this unit, the trainer will learn how to improve the decision-making process through specific activities presented below.

KEY CONCEPTS. Provide key ideas regarding the concept:

DECISION MAKING

Decision-making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. Using a step-by-step decision-making process can help you make more deliberate, thoughtful decisions by organizing relevant information and denying alternatives. This approach increases the chances that you will choose the most satisfying alternative possible.

Step 1: Identify the decision

Step 2: Gather relevant information

Step 3: Identify the alternatives

Step 4: Weigh the evidence

Step 5: Choose among alternatives

Step 6: Take action

Step 7: Review your decision & its consequences

HOW TO USE THE METHODOLOGY IN THE LEARNING DEVICE:

Provide some examples on how to use it in learning environments, how the activities provided will enhance the psychosocial competencies of migrants:

Decision-making is a process of selecting the best among the different alternatives. When talking about decision-making we need to take into account the experience of making a choice of our learners. There are so many alternatives found to improve it in learning environments. Decision-making is defined as the selection of choice of one best alternative. Before making decisions all alternatives should be evaluated from which advantages and disadvantages are known. It helps to make the best decisions.

Decision-making is used in learning environments within different kinds of activities: **role-play, open discussions, in-situation activities and theoretical lessons.**

The activity provided help to strengthen decision-making skill because the role-play is structured in the way that students are encouraged to make the right decisions.

RECOMMENDATIONS:

The proposed activity is a role-play in which participants are asked to analyse the given information and take decisions that will influence their survival. Negotiating and cooperating with the members of the team, each participant has to think about the way he/she will make decisions in cooperation with the other members. All the suggested activities will be directly connected to the objective of this unit that is to strengthen of decision-making competence.

REFERENCES FOR FURTHER READING: List the books, publications and links that helped you develop this form and suggest some further readings:

- Decision making process - <https://www.umassd.edu/fycm/decision-making/process/>
- Brockmann, E., Anthony, W., 2002. Tacit knowledge and strategic decision-making. Group & Organization Management
- Gordon F. De Jong Robert W. Gardner, Migration Decision Making - 1st Edition – Multidisciplinary Approaches to Micro level Studies in Developed and Developing Countries
- Naqvi, Nasir; Shiv, Baba; Bechara, Antoine (October 2006). "The role of emotion in decision making: a cognitive neuroscience perspective". Current Directions in Psychological Science.
- Thunholm, Peter (March 2004). "Decision-making style: habit, style or both?" Personality and Individual Differences
- How to make better decisions | Dr. Joe Arvai | TEDxCalgary
<https://www.youtube.com/watch?v=NQ7SACFp4so>

3.5. Communication Skills

CONTENT DEVELOPMENT TABLE

DESCRIPTION:

Building good relationships with other people can greatly reduce stress and anxiety in your life and contribute to better standards of living together. A good communication improves the quality of relationships. Thus, to be successful and well socially integrated, you must be able to create effective communication with your environment, friends, colleagues and neighbours, etc.

This learning unit requires the transfer of background information about communication, its types, channels and barriers (see below). These inputs will be clarified in case of questions and discussed against the personal background of the participants. Given the importance of successful communication, enough time should be spent on exercises which give insights into communication structures and barriers, and help to develop techniques for improved communication. Role plays is a very powerful method to be used, it makes participant living a situation without pressure of judgement from others.

KEY CONCEPTS:

Oral Communication - In oral communication, spoken words are used. It includes face-to-face conversations, speeches, telephonic conversations, videos, radio, television, voice over internet. In oral communication the message is influenced by tone of voice, volume, speed and clarity of speaking. It's important to have in mind the advantages & disadvantages of oral communication:

-Some advantages: It is time saving and brings quick feedback; In a face-to-face conversation, by reading facial expression and body language one can guess whether he/she should trust what's being said or not; It is also cost saving as you need no paper or computer etc.

-Some disadvantages: fear of distortion of message; no permanent records; unsuitable for lengthy communication, emotional barriers; spontaneous responses.

Written Communication - In written communication, written signs or symbols are used to communicate. A written message may be printed or handwritten. In written communication, a message can be transmitted via email, letter, report, memo, etc. In written communication, the message is influenced by the vocabulary and grammar used, writing style, precision and clarity of the language used. As for oral communication, it's important to know advantages and disadvantages of such way of communication:

-Some advantages - Messages can be edited and revised many times before it is sent; Written communication provides record for every message sent (and received) and can be saved for later study; A written message is recorded permanently so there is less possibility of distortion and alteration of the information.

-Some disadvantages: - Message doesn't bring instant feedback; it takes more time, it is costly.

Nonverbal Communication

- Nonverbal communication is the sending or receiving of wordless messages, such as gesture, body language, posture, tone of voice or facial expressions. Nonverbal communication related to the body language of the speaker and it helps the receiver in interpreting the message. Nonverbal communication includes the following elements:

- Appearance

- Speaker: clothing, hairstyle, neatness, use of cosmetics

- Surrounding: room size, lighting, decorations, furnishings

- Body Language

- Facial expressions, gestures, postures

- Sounds

- Voice Tone, Volume, Speech rate

HOW TO USE THE METHODOLOGY IN THE LEARNING DEVICE?

The Learning Unit will start with knowledge transfer, supported by a video or presentation. Afterward the participants will get clarifications in remaining questions and add to the topic from their own experiences. Finally, open questions concerning communication, its channels and types will be noted.

The participants will get the opportunity to discuss the questions from previous learning units with experienced trainers, these Learning Units will be more than useful to understand some treated issues in this specific learning unit.

Field-based experiential learning is an effective way to introduce the role of good communication in resolution of conflicts and to use them by trainees: in the context of a study visit or a panel discussion. Afterward sufficient time should be allotted to practical exercises that strengthen and further-develop the participants' existing capacities in this field (for example active listening)

RECOMMENDATIONS:

Given the importance of successful intercultural communication, enough time should be spent on exercises which give insights into intercultural communication structures and barriers, and help the beneficiaries to develop techniques for improved communication. These aspects could be trained in form of role playing activities and simulations in addition of content lectures and presentations.

It's recommended to give a voice to trainees in the decision of which exercises are selected. Working in balanced multicultural sub-groups will make it easier to reach the goals and to be as close as possible to realities.

It is highly recommended to integrate theory and alternate with practice whenever possible. The proposed contents and tools are not meant to describe a fixed structure. Each theoretical part should be supported by examples and exercises to add value and dynamics to the training.

REFERENCES FOR FURTHER READING/Watching:

Communication techniques: <https://www.youtube.com/watch?v=HAnw168huqA>

Communication barriers: <https://www.youtube.com/watch?v=SFmMPk-jlRA>

Barriers of communication: <http://www.slideshare.net/venkypalu/barrier-24131181>

Body language: https://www.youtube.com/watch?v=rk_SMBIW1mg

Ted talks body language: <https://www.youtube.com/watch?v=CWry8xRTwpo>

Effective communication: <https://www.youtube.com/watch?v=8Ox5LhJSBE>

3.6. Intercultural Knowledge

CONTENT DEVELOPMENT TABLE

DESCRIPTION:

Interculturality can be seen as ability to interact with people from different cultural backgrounds, using authentic language appropriately in a way that demonstrates knowledge and a better understanding of the cultures. It is also the capacity to experience the culture of another person and to be open minded, interested and curious about that persons and their cultures.

Being competent in interculturality depends not only in having cultural knowledge but also on attitudes, beliefs, values and interpersonal skills. For instance, one person can know the language and not know how to interact with a specific audience, and therefore not being understood.

In the modern world interculturality is becoming increasingly important as many people migrate from one country to another, in order to escape from conflict, persecution, poverty or to reunite families. Interculturality is also a useful resource in order to face problematic situations related to stereotypes, prejudice and discrimination, which can lead to episodes of racism, xenophobia and exclusion.

KEY CONCEPTS:

Cultural self- awareness: articulating how one's own culture has shaped one's identity and world view.

Culture specific knowledge: analysing and explaining basic information about others' cultures (history, values, politics, economics, communication styles, values, beliefs and practices)

Sociolinguistic awareness: acquiring basic local language skills, articulating differences in verbal/ non-verbal communication and adjusting one's speech to accommodate nationals from other cultures.

Grasp of global issues and trends: explaining the meaning and implications of globalization and relating local issues to global forces.

Respect: seeking out other cultures' attributes; value cultural diversity; thinking comparatively and without prejudice about cultural differences.

Openness: suspending criticism of other cultures; investing in collecting 'evidence' of cultural difference; being disposed to be proven wrong;

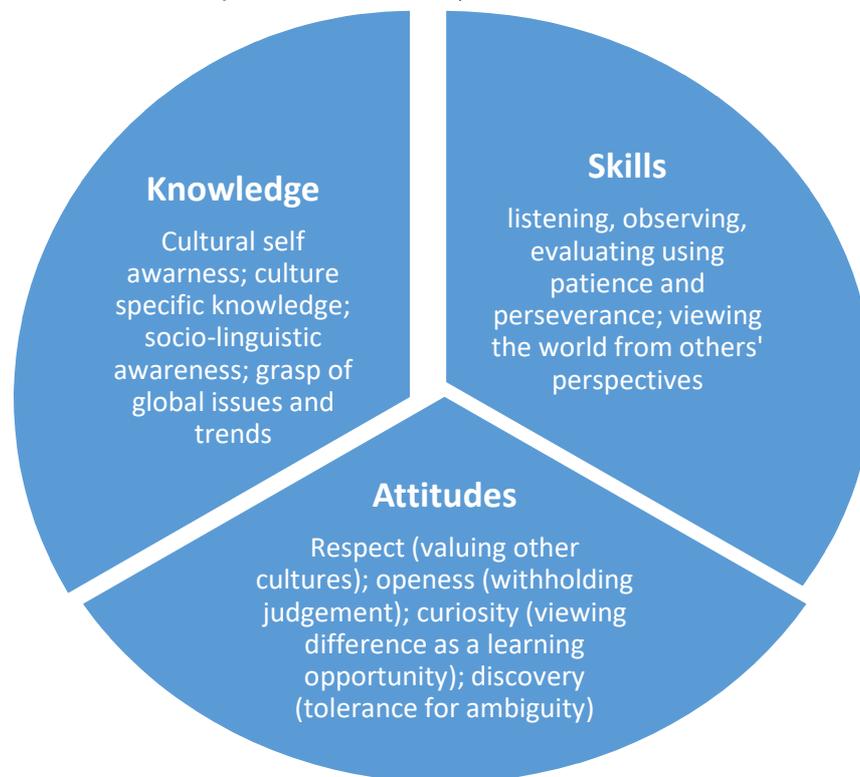
Curiosity: seeking out intercultural interactions, viewing difference as a learning opportunity, being aware of one's own ignorance.

Discovery: tolerating ambiguity and viewing it as a positive experience; willingness to move beyond one's comfort zone

HOW TO USE THE METHODOLOGY IN THE LEARNING DEVICE?

The first methodological approach to address interculturality is the necessity to be aware of the existence of **cultural minorities** in our environments and its consequences, namely DIVERSITY. To address this diversity, Deardorf identified the needed intercultural competence as follows:

Constituent elements of intercultural competence
(Adapted from Deardorff, 2006 by Sabine McKinnon)



The second methodological approach to address interculturality is the need to identify, be aware and avoid of **stereotypes, prejudice and discrimination**.

A clear explanation of these concepts can be offered by social psychology and the so called “ABC principle”: **Affect, Behaviour and Cognition**. Can you add a short explanation of this principle, as you did with Cultural Dimension Theory?

The third useful theoretical approach to address interculturality is the **Cultural Dimensions Theory**, developed by Geert Hofstede. This theory has been widely used in several fields as a paradigm for research, particularly in cross-cultural psychology, cross-cultural communication, and international management.

The model consists of six dimensions which represent independent preferences for one state of affairs over another that distinguish countries rather than individuals. By putting together national scores -from 1 to 120- this model allows international comparison between cultures. By means of cross national studies and surveys (as the World Values Survey) 93 countries have been included in this comparative research model by 2010.

These are the six **cultural dimensions**:

- Power Distance Index (PDI). It refers to the extent to which the less powerful members of organizations and institutions (i.e. enterprises, family) accept and expect that power is distributed unequally.
- Individualism versus Collectivism (IDV). It refers to the degree to which people in a society are integrated into groups. That is, from societies emphasizing the “I” versus the “We”, to

those societies in which tightly-integrated relationships tie extended families and others into in-groups.

- Masculinity versus Femininity (MAS). This dimension considers “masculinity” as a preference in society for achievement, heroism, assertiveness and material rewards for success; and “femininity” as a preference for cooperation, modesty, caring for the weak and quality of life.
- Uncertainty Avoidance Index (UAI). It refers to a society's tolerance for ambiguity, in which people embrace or avert an event of something unexpected, unknown, or away from the status quo.
- Long Term Orientation versus Short Term Normative Orientation (LTO) This dimension associates the connection of the past with the current and future actions/challenges.
- Indulgence versus Restraint (IND) This dimension considers “indulgence” as a society that allows relatively free gratification of basic and natural human desires related to enjoying life and having fun; and “restraint” as a society that controls gratification of needs and regulates it by means of strict social norms.

RECOMMENDATIONS:

- To appropriately interact with learners and families from different cultural and religious backgrounds is necessary to use authentic language appropriately in a way that demonstrates knowledge and understanding of these cultures and religions.
- In order to apply interculturality, participants should promote ways to experience themselves other cultures and to be open minded and interested about the cultural and religious background of their learners.
- It is important for participants to have cultural knowledge but is also crucial to work on personal attitudes, beliefs, values and interpersonal skills.
- Interculturality is a useful resource to face problematic situations related with stereotypes, prejudice and discrimination, helping to avoid potential episodes of racism, xenophobia and exclusion.

REFERENCES FOR FURTHER READING:

- BENNETT, Milton. Becoming interculturally competent. Newton, MA: Intercultural Resource, 2004.
- DE LEO, J. Education for Intercultural Understanding. UNESCO 2010
- HOFSTEDE, Geert. Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations. Second Edition, Thousand Oaks CA: Sage Publications, 2001.
- LECLERCQ, Jean Michel. Facets of interculturality in education. Council of Europe Publishing, 2003.
- TOLL, Sylvie. Acquiring intercultural competence within the context of the period of residence abroad. University of Central Lancashire
- UNESCO Guidelines on Intercultural Education. UNESCO Education Sector. Division for the Promotion of Quality Education. Paris, 2006

3.7. Resilience

CONTENT DEVELOPMENT TABLE

DESCRIPTION:

Resilience is the ability of individuals to overcome adverse circumstances. Their vulnerability depends on themselves and also on their personal, social and professional environments. But migrants might have additional factors that can interfere with their resilience ability. Regarding this, the general aim of the unit is to improve migrants' skills in problem-solving strategies to overcome obstacles at personal, social and professional levels. The specific objectives of the unit are to equip migrants with competences to:

- Develop self-confidence, self-discipline and mental flexibility;
- Face changes and challenges with a positive attitude.

After the completion of the unit, beneficiaries are expected to have the autonomy to apply strategies to improve their resilience when facing adversities.

KEY CONCEPTS:

resilience, adversity, vulnerability, mental flexibility

HOW TO USE THE METHODOLOGY IN THE LEARNING DEVICE:

When addressing the theme of resilience, learners' experiences must be taken into account, so they can identify themselves with the addressed topic and thus learning can be more effective. However, the privacy of each learner should be kept and they must only share personal situations they feel comfortable speaking about to the group.

There will be discussions and exercises to facilitate a clearer understanding of the personal skills to be developed to increase resilience, namely:

- self-diagnosis of personal resilience;
- sharing of individual experiences;
- definition of an action plan for changes intended to be put into practice when facing adversities.

RECOMMENDATIONS:

The activities referred in the previous topic shall be carried out in the sequence in which they are listed. In doing so, learners will have the opportunity to reflect on their personal characteristics regarding resilience, to share examples of adversities from their personal, social and professional spheres, and finally to define the attitudes they consider the most appropriate to be taken when facing adversities in the future. Following these steps, learners are expected to overcome obstacles in a positive way.

REFERENCES FOR FURTHER READING:

- Curso de formação em resiliência. (n.d.). Retrieved from <https://www.cegoc.pt/curso-formacao/effectiveness-personal-development/resiliencia>
- How to Boost Your Resiliency. (n.d.). Retrieved from <https://www.boldnewdirections.com/2019/02/11/how-to-boost-resiliency>

- My Action Plan for Building Resilience. (n.d.). Retrieved from <https://www.easterseals.com/shared-components/document-library/plan-for-building-resilience.pdf>
- OECD (2018), "The resilience of students with an immigrant background", in *The Resilience of Students with an Immigrant Background: Factors that Shape Well-being*, OECD Publishing, Paris. Retrieved from <https://doi.org/10.1787/9789264292093-5-en>
- Resiliência com Inteligência Emocional. (n.d.). Retrieved from <https://treinointeligenciaemocional.com/cursos/resiliencia>
- Resiliency Test. (n.d.). Retrieved from <https://testyourself.psychtests.com/testid/2121>

3.8. Time Management

CONTENT DEVELOPMENT TABLE

DESCRIPTION:

It is common to hear comments like “I have no free time for myself”, “I have a huge amount of work to do” or “My life is a mess”. People who make these comments will hardly be able to achieve success in life as their excess of tasks will dilute their motivation.

When we consider time management as something positive that let us improve our organization, it will bring value to our lives.

Regarding this, the general aim of this unit is to improve migrants’ skills concerning time management, taking in to account their personal and professional contexts. To achieve this aim, learners are supposed to reach the following objectives:

- Identify time management techniques;
- Plan tasks according to their relevance;
- Identify and manage sources of waste of time.

After the completion of the unit, beneficiaries are expected to change habits in order to plan and manage tasks by priorities, improving their performance regarding the amount of tasks performed in less time.

KEY CONCEPTS:

Time management, goal, priority, planning, time-waster

HOW TO USE THE METHODOLOGY IN THE LEARNING DEVICE:

When addressing the theme of time management, learners’ experience must be taken into account, so there is facilitation for the association of ideas between the addressed topics and learners’ real life situations. With this active methodology, the approached contents will be more easily assimilated, due to constant interaction between the trainer and the trainees.

With the training centered on the trainee, there will be constant sharing of experiences and exercises that will allow common growth among learners by the promotion of the discovery of the self and of the other. It will also take place the creation of time management grids to improve personal and professional tasks achievement.

RECOMMENDATIONS:

The activities referred in the previous topic will allow learners to share examples of how they currently manage their personal and working time; to reflect about their personal characteristics regarding time management, identifying timewasters and how to overcome them; and to set goals considering the urgency and importance of their tasks, prioritizing them. Following these steps, learners are expected to improve the way they manage their time.

REFERENCES FOR FURTHER READING:

Bastos, J. (2019, March 21). Gestão de Tempo – A importância das Prioridades. Retrieved from <https://reorganiza.pt/gestao-de-tempo-a-importancia-das-prioridades/>

Curso de Gestão de Tempo e Organização do Trabalho. (2017, August 24). Retrieved from <https://www.galileu.pt/curso/gestao-de-tempo-e-organizacao-do-trabalho/>

Curso Online de Gestão de tempo - Formação Online certificada. (n.d.). Retrieved from <http://www.formacaonline.pt/formacoes/gestao-de-tempo/>

Gestão do Tempo e do Stress. (n.d.). Retrieved from <https://www.key.pt/cursos/lideranca-desenvolvimento-pessoal-gestao-do-tempo-e-do-stress>

What Is Time Management? Working Smarter to Enhance Productivity. (n.d.). Retrieved from https://www.mindtools.com/pages/article/newHTE_00.htm

3.9. Emotional Regulation

CONTENT DEVELOPMENT TABLE

TITLE OF THE PSYCHOSOCIAL COMPETENCE: **Emotional Regulation**

PARTNER ORGANIZATION: **Technical Training Bulgaria**

DESCRIPTION:

ALL OF US FEEL AND EXPERIENCE EMOTIONS – negative and positive – each and every day. Emotions are a normal part of our everyday lives. Everyone experiences them. For some though, feeling these emotions can seem overwhelming, like an out-of-control roller coaster. It is common for one or more strong emotions to occur before an individual engages in self-injury. These often include guilt, sadness, feeling overwhelmed or frustrated, anger, self-blame, and low self-worth. This feeling of being overwhelmed emotionally can lead to a deep need to do something that will stop the intensity. Self-injury can serve as a short-term fix to stop the overwhelmingness of the feeling – at least for a little while.

“Emotion dysregulation” is the term used to describe an inability to regularly use healthy strategies to diffuse or moderate negative emotions. While all people occasionally use less than ideal emotion regulation strategies, individuals who regularly experience what feels like overwhelming, intense negative emotions are much more likely to rely on unhealthy strategies, like self-injury. Here we need a general point regarding this Unit. The following info is too detailed and focused on “vicious emotional cycle”. So, maybe you can add less information or you should skip this note.

KEY CONCEPTS:

Individuals who self-injure often use self-injury as a way to get relief from intense negative thoughts and emotions. Although using self-injury as a coping mechanism may be effective in the short-term, it is a poor long-term solution for dealing with negative thoughts and feelings and may result in actually worsening inner feelings of distress because of the “cycle of shame”.

- **Take Care of Your Physical Needs**
- **Engage in activities that build a sense of achievement**
- **Changing thoughts is easier than changing feelings:**

HOW TO USE THE METHODOLOGY IN THE LEARNING DEVICE:

The key word is ADAPTATION. Emotions can facilitate or impair self-regulation of behavior, that means that via emotions we adapt to the ever changing conditions of the environment. Positive, pleasant emotions can facilitate self-regulation, whereas negative, unpleasant emotions can impair self-regulation. Although these basic effects may seem parallel, in fact the mechanisms are quite different.

RECOMMENDATIONS:

Migrants often fail to identify the severity of a situation or they just misinterpret it, leading to severe consequences at a later point. The impact of negative emotions depends on what we

call a priority shift. That is, emotional distress impairs self-regulation because when people feel bad, they assign top priority to feeling better, and this priority causes them to disregard behavioral self-regulation. The everyday targets of self-regulation include a large number of behaviors that promise good feelings, such as eating fattening foods or abusing drugs and alcohol. Normally, migrants may be able to resist the promise of fleeting pleasure that these behaviors carry, but when people feel bad and want to feel better, they yield to these temptations and thereby abandon self-control.

The aim of the activities provided is to encourage the formation of positive emotions since they possess a restorative effect involving recharging the self's resources. Effective self-regulation often depends on an inner resource that operates like a strength or energy. After regulating one's own behavior, the individual's stock of this resource is typically depleted. Positive emotions appear to help replenish this resource, enabling migrants to function effectively again.

REFERENCES FOR FURTHER READING:

1. Chapman, A.L., Gratz, K.L., & Brown, M.Z. (2006) Solving the puzzle of deliberate self-harm: The experiential avoidance model. *Behaviour Research and Therapy*, 44, 371-394.
2. Duggan, J.M., Toste, J.R., & Heath, N.L. (2013) An examination of the relationship between body image factors and non-suicidal self-injury in young adults: The mediating influence of emotion dysregulation. *Psychiatry Research*, 206, 256-264.
3. Gratz, K.L., & Chapman, A.L. (2007). The Role of Emotional Responding and Childhood Maltreatment in the Development and Maintenance of Deliberate Self-Harm Among Male Undergraduates, *Psychology of Men & Masculinity*, 8, 1-14.
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3.10. Interpersonal Relationships

CONTENT DEVELOPMENT TABLE

DESCRIPTION:

Communication is our link to humanity. In its broadest sense, it is a process involving the deliberate or accidental transfer of meaning. One person does or says something, thereby engaging in symbolic behavior, while others observe what was done or said and attribute meaning to it. Whenever you observe or give meaning to behavior, communication is taking place.

Interpersonal communication is humanity's most important characteristic and its greatest accomplishment. It is humans' ability to turn meaningless grunts into spoken and written words, through which they are able to make known their needs, wants, ideas and feelings.

Interpersonal Communication is a complex process that can be described in simplified terms by a Sender and a Receiver who exchange messages containing ideas and feelings, mixed together.

The Sender encodes the messages using Verbal, Vocal and Visual elements.

The words form the Verbal element. The Vocal element includes the tone and intensity of our voice and the "music of our language". The Visual element incorporates everything the Receiver can see. Non-verbal element is the most powerful element, grabbing and holding Receiver's attention. Vocal and Verbal elements follow. The Receiver takes in the messages and decode them by sorting out and interpreting the elements according to their own experiences, beliefs and needs.

KEY CONCEPTS:

INTERPERSONAL COMMUNICATION IS ABOUT RELATIONSHIPS

There are many kinds of communication. We distinguish one type of communication from others based on the number of persons involved, the formality of the interaction, and the opportunity to give and receive feedback.

INTERPERSONAL COMMUNICATION TAKES TWO

We measure the quality of an interpersonal relationship along a continuum, with "intimate communication" at one end and "impersonal communication" at the opposite end. The more personally we interact with another person, the more "interpersonal" our relationship becomes.

The more personal a relationship becomes, the more interdependent the two people become, sharing thoughts and feelings with each other. Our lives become interconnected, especially when contrasted with how we relate to persons with whom we are uninvolved and to whom we don't reveal much about ourselves. In contrast, we have impersonal relationships usually because of the extrinsic rewards they offer, such as maintaining professional working relationships with others to help us reach our goals.

INTERPERSONAL COMMUNICATION IS A LIFELONG PROJECT

The effectiveness of interpersonal relationships depends on the extent to which we practice and exhibit interpersonal skills. While we may be born communicators, we are not born with

effective interpersonal skills—those we need to learn. Nor are effective skills static; the same techniques may not work for all people in all situations.

HOW TO USE THE METHODOLOGY IN THE LEARNING DEVICE:

Whether an interpersonal relationship is productive or not depends on how satisfying the relationship is and how much attention we pay to its health. Having good interpersonal skills can mean the difference between happiness and unhappiness or success and failure in multiple arenas or life contexts—home, job, school, health care settings, and society—as well as across cultures and generations. Enhanced understanding of the factors in play when two people communicate, whether in a personal or a professional relationship, increases an individual's chances of developing interpersonal competence—the ability to communicate effectively. We increase communication competence by observing ourselves and others, assessing what we observe, practicing specific behaviors, and then predicting and evaluating the outcomes of our interactions, with the goal of improving our communication skills. Some of these skills can be grouped in two categories:

Verbal de-escalation

- Use a one-to-one approach
- Use the individual's name
- Ask open questions
- Enquire about the reason for the anger
- Don't be defensive even when abuse is directed at you
- Ask questions about facts rather than feelings
- Answer informational questions but avoid abusive ones
- Show concern and empathy, use active listening skills
- Acknowledge their grievances, concerns and frustrations but don't interpret or analyse their feelings
- Use slow clear speech
- Keep your volume and tone quiet and calm
- Don't patronise them, be respectful
- Give choices where appropriate.

Non-verbal de-escalation

- Maintain limited eye contact and a neutral facial expression
- Have open body language and minimise the gestures you use
- Allow greater body space than normal
- Consider the position of your body, be at the same eye level as the person, face them and ensure that you have clear access to the exit
- Minimise your movement, stay as still as possible
- Appear calm, self-controlled and confident without being dismissive or overbearing.

RECOMMENDATIONS:

People with strong interpersonal skills have learnt to identify which are the best ways of interacting with others in different situations. The good part is, interpersonal skills are easily developed; a little time and effort spent working, thinking and practicing their interpersonal skills can pay huge rewards in all aspects of their life, and in business.

This tool will provide participants with an opportunity to analyze and improve their communication skills by applying approaches to improve face to face, verbal, written and presentation type communications.

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3.11. Stress Management

CONTENT DEVELOPMENT TABLE 1

DESCRIPTION:

In Stress Management Unit, IASIS will try to identify with the most appropriate and clear way the definition of stress and how the anxiety situations affect the individuals' psychosynthesis. In addition, this Unit will provide to the beneficiaries useful methodologies and techniques aimed at handling and managing their level of stress. The ultimate goal is to assist the learners on how they can regulate their emotional tensions through stress relief activities, which the target group will be able to learn and, finally, integrate them in their daily lives.

KEY CONCEPTS:

- Stress management
- Stress management techniques/ methodologies
- Stress relief activities/ methods
- Emotion regulation
- Definition of stress

HOW TO USE THE METHODOLOGY IN THE LEARNING DEVICE:

All the activities provided within the Learning Device will be related to methods and techniques that aim to identify the definition of stress and how it affects the behavioural and psychological attitude of the individuals. The next step, after understanding the importance of stress, is to learn the beneficiaries in finding effective problem-solving solutions and managing their personal- emotional tensions, in order to ensure a more balanced daily life, without the variable "stress". For instance, the Learning Device will include some stress relief or relaxation activities or conflict management techniques etc.

RECOMMENDATIONS:

- The connection of the competencies with the activities will be implemented in the level of knowledge, skills and responsibility for the professionals, who collaborate with migrants.
- All the activities will be directly connected to the objectives of the Unit, which is the empowerment of the beneficiaries' competencies.
- All the methods provided will be mainly focused on preventing and controlling the levels of stress.

REFERENCES FOR FURTHER READING:

- Varvogli, L. (2011). Stress management techniques: evidence-based procedures that reduce stress and promote health. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.851.7680&rep=rep1&type=pdf>
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3.12. Attitude: empathy, acceptance

CONTENT DEVELOPMENT TABLE 2

DESCRIPTION: Provide general information on the psychosocial competence you are responsible for. (What are the key points of this unit, what are the objectives, how this unit will assist the beneficiaries.)

The attitude, as a definition, includes a wider spectrum of meanings, with behavioral and psychological elements, which determine the “social” identity of the individuals. In this Unit, we will mainly focused on the meanings of Empathy and Acceptance, due to the fact that all contents should raise awareness and sensitization about relevant methodologies. The “Attitude” Unit is the basis of the “social change” that this project wants to establish through its deliverables.

KEY CONCEPTS: Provide key ideas (key words) regarding the concept:

- Attitude
- Empathy
- Acceptance
- Behavioral system
- Social identity

HOW TO USE THE METHODOLOGY IN THE LEARNING DEVICE: Provide some examples on how to use it in learning environments, how the activities provided will enhance the psychosocial competencies of migrants:

This Unit has the peculiarity that the attitude is a personality characteristic and it depends from the individuals’ experiences and values. Thus, is a very “sensitive” area and we should be very careful on how to develop and implement the different kind of techniques and tools included inside the Learning Device. Although, the activities will be directly connected to practices aimed to raise and enhance the empathetic and accepted behavior to the beneficiaries, through communication and expressive tools, which will also promote cooperativity within the groups.

RECOMMENDATIONS: Some brief conclusive message(s) about the connection of the competencies with the activities:

The attitude of each individual determines their social identity. The competencies that should be focused on are the empathy and acceptance, in order to assist the beneficiaries understanding the other persons by getting to know their perspective. The awareness of these elements will motivate the professionals who working with migrants on improving their competencies, in order to communicate and coordinate more effective with the target group.

Through the relevant tools, the beneficiaries will be supported on raising and enhancing basic psychosocial skills, in order to succeed the best personal and interpersonal impact.

REFERENCES FOR FURTHER READING: List the books, publications and links that helped you develop this form and suggest some further readings:

- Gratz, A. (2017). *Refugee*. Scholastic Australia.
- Empathy - Accepting Others. (2017, September 29). Retrieved from <https://www.conovercompany.com/empathy-accepting-others/>

4. Toolbox

4.1. Self-awareness

Drucker's questions : WHO AM I ?

What? (short description: activity type, context/setting)

Peter Drucker is considered the founder of modern management, having ushered in the age of the knowledge worker, not least by having coined this term. In Managing Oneself, he raises several self-awareness questions, starting on a general level.

Learning objectives:

With practice, however, it will be possible to learn to increase self-knowledge and find new ways to interpret thoughts, actions, feelings, and conversations with other people.

Achieving self-awareness gives the opportunity to make positive changes in behavior and increase self-confidence.

Benefits and Advantages:

1. Thoughts & emotions: The type of self-awareness you get from meditation and other mental activities, often called mindfulness. This allows you to observe thoughts and feelings as they occur.
2. Beliefs & attitudes: This is about knowing who you are as a person and what traits define your character. Are you an optimist? An introvert? Do you shy away from conflict? And so on.
3. Behaviors & decisions: The easiest to recognize, because it's often handed to you by the world and other people in the form of direct feedback. When someone calls you selfish or your report at work wasn't up to par, you can evaluate the actions that led to this outcome.

Duration: 2 hours

Materials: paper, pen

Procedure

Face to face, or with a paper. We need raise several self-awareness questions, starting on a general level.

- Who am I?
- What are my strengths?
- How do I work?
- Where do I belong?

- What is my contribution?

Then, the prompts go into more detail.

- Am I a reader or a listener?
- How do I learn?
- Do I work well with people, or am I a loner?
- In what relationship do I work well with people?
- Do I produce results as a decision maker or an adviser?
- What are my values?
- Which kind of person do I want to see when I look in the mirror in the morning?
- What should I contribute?
- Where and how can I have results that make a difference?

It's possible to listen to [the audiobook](#) pausing it after the questions to think of answers.

Limitations:

- practice of language, and writing

Resources, references & availability:

- [Peter Drucker's The Five Most Important Question Self Assessment ...](#)

[Frances Hesselbein Leadership Institute](#) - 2010 -

THE FIVE MOST IMPORTANT QUESTIONS Self-Assessment Tool THIRD EDITION The Leader to Leader Institute's ... At the heart of this tool are Peter F. Drucker's enduring The Five Most Important Questions that facilitators use to lead ...

Learning outcomes (to be linked with the IO2 and ECVET of Modules. How does this activity connected with the curriculum and the theoretical background of the activity?)

It is the way to identify personal potential and way to grow our own self-awareness.

4.2. Creative thinking

25 objects game

What? (short description: activity type, context/setting)

25 objects game

The objective is to demonstrate that creativity is more likely to flourish under unstructured than under structured supervision.

Learning objectives:

Experience with this game indicates that these results will typically ensue:

1. The structured team(s) will perform less well than the unstructured ones. Why? Because structure inhibits creativity: "If you give Johnny a paint brush and ask him to paint a horse, you'll only get a horse. But if you say: 'Johnny, draw whatever you like,' you may get the Mona Lisa."
2. Sometimes both kinds of teams have a tie, or nearly so. If so, the question is: "If lectures don't make a difference, why give them? Why run the risk of smothering creativity with a lot of patter? If you over-communicate, the group has two problems: the assigned task and how to cope with the leader's input about the task."
3. If, as a less likely possibility, the structured team wins by a large margin, ask the observer what produced the creativity. Also, tell them that this result is unusual, for typically the added structure tends to confuse people, slow down the group, and inhibit its creativity.

Benefits and Advantages:

This activity will help the beneficiaries to understand and to improve creativity.

Duration: 3 hours

Materials (needed for the implementation of the activity):

The objects should cover a wide variety of materials and may include the following:

8½ "11" envelopes

Commemorative postage stamp

Plastic spoon

Highway map

Ketchup (in small plastic bag)

Sugar packet

Coin

Stone

Small pine cone

Aspirin

Candle

Piece of plastic

Key

Piece of wire
Screw or nail
Hair pin
Pencil
Telephone memo slip
Needles or pins
Button
Piece of cloth
Matches
Beer can opener
Coping saw blade

Procedure (Describe the steps of the activity):

Before introducing the game, assemble 25 objects and place them in a 8½ "11" envelope, one envelope per team. Each envelope should contain an identical 25 objects.

To play the game:

1. Divide the group into teams of five to nine persons.
2. Appoint a leader for each group. The leaders are to function differently—some will be relaxed, encouraging, unstructured leaders (Supervisors A); the others will be more structured (Supervisors B). Each leader receives only his/her instructions in writing and does not see the other instructions.

The instructions to be given to the unstructured leader, Supervisor A, follow:

Instructions for Supervisor A (print as an instruction sheet)

Your group has the task of grouping (classifying) a number of miscellaneous objects. Your group's creativity will be measured by its ability to come up with as many groupings as it can in the ten minutes available. Your job is to unleash the creativity that resides in the group. Since the task is clear-cut, just start them off with an encouraging sentence or two. Then give them their instruction sheets, dump the 25 objects on the table, and begin to work for the ten minutes.

The instructions for the structured supervisor follow:

Instructions for Supervisor B (Print as an instruction sheet)

Your group has the task of grouping (classifying) a number of miscellaneous objects. Your group's creativity will be measured by its ability to come up with as many groupings as it can in the ten minutes available. Prior experience with this game indicates that your group will perform well if it receives a helpful "pep talk" preliminary to their actual work on the task. It is thus essential that you talk to them for four or five minutes on the importance of putting things into groups or categories. Use examples from

Everyday experience—for example, a supermarket couldn't function if it didn't group its products properly (apples, oranges, cookies, cereals, meats, frozen foods, etc.); the auto industry couldn't serve its clients if it didn't carefully group its replacement parts using various lists and catalogs; imagine a library without a system of classifying its books, or stamp collectors who didn't group their stamps by country, or zoologists and botanists who failed to classify fauna and flora.

Company experience—for example, the personnel office groups jobs in classes for recruitment and pay purposes; secretaries maintain groupings of letters (files) for easy reference.

After your introduction, don't pause for questions. Just pass out the instruction sheets, dump the 25 objects on the table, and begin to work for the ten minutes.

3. The best physical arrangement for the game is to have each group work in a separate room. A large room may also allow for privacy and noninterference from the other group(s). If a private room is not available, let the teams work one at a time, with the non-players staying outside the game room. Instruct each group to stay together and not to talk to each other, or it will spoil the game.

4. Each team should have a table to work on, a flipchart sheet or two to record their categories, and a felt-tip pen.

5. Have the team leaders hand out the following instructions to each member of their team when the task begins, but not before that time:

Group Instructions (print as an instruction sheet)

This game is designed to ascertain the creative power of your group. Your task is to

- ✓ Come up with as many different groupings (categories or classifications) as you can of the 25 objects that you have been given; for example, your ball point pen can be put into such groupings as plastic, metal, etc.
- ✓ List the groupings on the newsprint sheet.
- ✓ Perform the task in ten minutes.

6. If manpower allows, appoint observers, one for each team. Instruct them to look for factors which influence—help or hinder—creativity. Also pay particular attention to items in their instruction sheet, which follows:

Instructions for Observer (print as an instruction sheet)

As observer you observe the action silently. Do not intervene, except to call time after ten minutes of work.

Note: The team leader begins the assigned task after he/she has made his/her introductory remarks. He/she is not to allow for a question period since the participants have instruction sheets. Pay particular attention to

- ✓ Factors or influences which encourage group creativity.
- ✓ Factors or influences which inhibit creativity.
- ✓ The role of the leader: Is he/she encouraging, friendly, supportive, dominating, discouraging, argumentative, neutral, and passive?
- ✓ Climate: What is the group atmosphere and is it conducive to creativity?
- ✓ Participation: Is it widespread, or do one or two people take over? Does this help or hurt creativity?
- ✓ If there were any real breakthroughs, what were they and what produced them?

7. Divide the total group into subgroups and position them at different points in the room.

Introduce the game as follows: “We are about to engage in a game which will test the creative power of your group. I will now appoint team leaders and give them their instructions. Will the team leaders please step forward and read your instructions privately?” After they have read their instructions, give them each the big envelope of objects and a group of participant instruction sheets.

Call each group of leaders (A vs. B) aside separately to check if they have questions. Tell them that their sequence of operations is as follows:

1. “Have everyone find a seat around the table.”
2. “Deliver your introductory remarks and get going. Do not pause for questions since the participants are being given an instruction sheet.”
3. “Pass out the participant instruction sheets and dump the 25 objects on the table. This is the signal to begin work.”
4. “Conduct the task for ten minutes.”

After all teams have done their work, either simultaneously or in sequence as privacy conditions may allow, have the team leaders post their flipcharts to the wall and count the number of categories their groups produced.

Conclude the discussion by asking participants to draw on their own experience concerning the impact of high/unnecessary structure on creativity.

Limitations:

There are 8 famous blocks that prevent from thinking creatively , the 8 blocks are:

1. Believing they aren’t creative
2. Making assumptions
3. Following the rules too strictly
4. Being serious
5. Avoiding risks or being wrong is bad
6. Always staying with your routines/habits
7. Thinking there is only one solution
8. Making judgments too quickly

Resources, references & availability: -

Learning outcomes (to be linked with the IO2 and ECVET of Modules. How does this activity connected with the curriculum and the theoretical background of the activity?)

At the end of these activities, learners are expected to be self-conscious about their resilience characteristics and to plan changes in their reactions when facing adversities so they can overcome them. This will help them to strengthen their psychological characteristics and to develop healthier social relations.

4.3. Problem-Solving

“MARSHMALLOW CHALLENGE”

What? (short description: activity type, context/setting)

A team-building activity in which teams must compete to build the tallest free-standing structure out of 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow. It emphasizes group communication, leadership dynamics, collaboration, innovation and problem-solving strategy. The Marshmallow Challenge was developed by Tom Wujec, who has done the activity with hundreds of groups around the world.

Learning objectives:

This exercise is a great way to push students to build, test and iterate. This activity also encourages critical thinking by asking students to synthesize what they learned quickly to create new designs. Students must also demonstrate resilience in the face of challenges or frustrations.

After completing this session, participants will be able to do the following:

- Explain the importance of a well-functioning team
- Apply the lessons they learned to their roles

Benefits and Advantages:

- Playful & fun
- Simple props
- Promotes creativity
- Builds problem-solving skills
- Many metaphors

Duration: 18 minutes for the activity of building the tower and 10 minutes for the final discussion

Materials (needed for the implementation of the activity):

One Marshmallow Challenge Kit per team, including the following items in a paper bag:

- 20 sticks of uncooked spaghetti
- One marshmallow
- One yard of string
- One yard of tape
- One measuring tape
- PowerPoint

Procedure (Describe the steps of the activity):

Teams compete to build the tallest freestanding structure following these rules:

- Build the tallest freestanding structure as measured from the table surface to the top of the marshmallow. The structure may not be suspended from another structure (like a chair, the ceiling, or a chandelier).

- The entire marshmallow must be on top of the structure. Cutting or eating part of the marshmallow disqualifies the team.
- Use as many or as few of the supplies as your team chooses, with the exception of the marshmallow (which must be placed on top of the structure) and the paper bag (which may not be used as part of the structure). The paper bag includes 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow.
- Teams may break the spaghetti and cut the tape and string as needed to create the structure.
- Complete the challenge in 18 minutes. Teams may not hold the structure in place when the time stops. Touching or supporting the structure at the end of the exercise disqualifies the team.

Feedback Step:

Within this activity there are different aspects to take into consideration and here we present you some examples of questions that you could ask to your class:

Leadership

Was there a leader on your team? Who was it and who decided who the leader would be?

If you had no leader, do you think having designated someone a leader would have helped?

Collaboration

What does collaboration look like and sound like?

Did you feel everyone's ideas were well received during the activity?

How did you deal with frustration?

Were all teammates included?

Planning

Did your team have a plan?

Did the plan work?

Did you veer from the plan at all? Why or why not?

What worked?

What did not work?

All About Me

What did you learn about yourself throughout this activity?

Are you a leader? Do you work well in groups? Do you work well under pressure? Do you become frustrated under pressure?

What is something you could work on in the next challenge activity?

Limitations:

Firstly, if the activity is designed to generate the same outcome every time, then it is not taking you on a journey of self-discovery. It is just an activity that has set you up to fail so that it can drive home a predetermined lesson for you. Experiential learning has the capacity to be much more open than this, to lead you to unexpected conclusions tailored to you.

Secondly, there is a technical bias to the activity, openly acknowledged in the presentation: engineers and architects consistently build higher towers than all the other groups – towers that do not fall down when the marshmallow is added. In this activity, this group do not fall into the

'hidden assumption' trap, but it is because they know about load bearing structures, not because they never make false assumptions. In other words, this metaphor does not work for them either.

Resources, references & availability:

The inspiration for the *Marshmallow Challenge* game was sourced from [Tom Wujec](#), who created a whole [web page](#) dedicated to this team challenge. You are strongly recommended to watch his [TEDx Talk](#) in which he describes the surprising results his research has unearthed.

Learning outcomes (to be linked with the IO2 and ECVET of Modules. How does this activity connected with the curriculum and the theoretical background of the activity?)

The activity is connected with the aim of the unit because it aims at solving a problem through collaboration, team working and cooperation. It also aims to raise self-awareness about the importance of solving problems in groups trying to find effective solutions to the presented problem.

4.4. Decision making

“Lost at sea”

What? (short description: activity type, context/setting)

In this activity, participants must pretend that they have been shipwrecked and are stranded in a lifeboat. Each team has a box of matches, and a number of items that they have salvaged from the sinking ship. Members must agree which items are most important for their survival.

Learning objectives:

This activity builds decision-making and problem-solving skills as team members analyze information, negotiate and cooperate with one another. It also encourages them to listen and to think about the way they make decisions.

Duration:

Flexible, but normally between 25 and 40 minutes.

Materials (needed for the implementation of the activity):

- ✓ Up to five people in each group.
- ✓ A large, private room.
- ✓ A "lost at sea" ranking chart for each team member.

This should comprise six columns:

1. The first simply lists each item (see below).
2. The second is empty so that each team member can rank the items.
3. The third is for group rankings.
4. The fourth is for the "correct" rankings, which are revealed at the end of the exercise.
5. And the fifth and sixth are for the team to enter the difference between their individual and correct score, and the team and correct rankings, respectively.

The experience can be made more fun by having some lost-at-sea props in the room.

Procedure (Describe the steps of the activity):

- ✓ Divide participants into their teams, and provide everyone with a ranking sheet.
- ✓ Ask team members to take 10 minutes on their own to rank the items in order of importance. They should do this in the second column of their sheet.
- ✓ Give the teams a further 10 minutes to confer and decide on their group rankings. Once agreed, they should list them in the third column of their sheets.
- ✓ Ask each group to compare their individual rankings with their collective ones, and consider why any scores differ. Did anyone change their mind about their own rankings

during the team discussions? How much were people influenced by the group conversation?

- ✓ Now read out the "correct" order, collated by the experts at the US Coast Guard (from most to least important):
- ✓ Shaving mirror. (One of your most powerful tools, because you can use it to signal your location by reflecting the sun.)
- ✓ Can of petrol. (Again, potentially vital for signaling as petrol floats on water and can be lit by your matches.)
- ✓ Water container. (Essential for collecting water to restore your lost fluids.)
- ✓ Emergency rations. (Valuable for basic food intake.)
- ✓ Plastic sheet. (Could be used for shelter or to collect rainwater.)
- ✓ Chocolate bars. (A handy food supply.)
- ✓ Fishing rod. (Potentially useful, but there is no guarantee that you're able to catch fish
- ✓ Could also feasibly double as a tent pole.)
- ✓ Rope. (Handy for tying equipment together, but not necessarily vital for survival.)
- ✓ Floating seat or cushion. (Useful as a life preserver.)
- ✓ Shark repellent. (Potentially important when in the water.)
- ✓ Bottle of rum. (Could be useful as an antiseptic for treating injuries, but will only dehydrate you if you drink it.)
- ✓ Radio. (Chances are that you are out of range of any signal, anyway.)
- ✓ Sea chart. (Worthless without navigational equipment.)
- ✓ Mosquito net. (Assuming that you have been shipwrecked in the Atlantic, where there are no mosquitoes, this is pretty much useless.)
- ✓ Sextant. (Impractical without relevant tables or a chronometer.)
- ✓

Feedback step:

The facilitator could ask the following questions:

1. How was the activity? How did you feel while you were doing the activity?
2. How was the interaction with the members of your group?
3. Have you been satisfied with the results of the activity?
4. Which was the most difficult part of the activity? And the easiest one?

Limitations:

The ideal scenario is for teams to arrive at a consensus decision where everyone's opinion is heard. However, that does not always happen naturally: assertive people tend to get the most attention. Less forthright team members can often feel intimidated and do not always speak up, particularly when their ideas are different from the popular view. Where discussions are one-sided, draw quieter people in so that everyone is involved, but explain why you are doing this, so that people learn from it.

Resources, references & availability:

For more information, take a look at this website:

<https://www.mindtools.com/pages/article/team-building-problem-solving.htm>

Learning outcomes (to be linked with the IO2 and ECVET of Modules. How does this activity connected with the curriculum and the theoretical background of the activity?)

- understand how categories of cultural values might underlie different behaviors.

4.5. Communication Skills

4.5.1. Activity 1

“Active listening (around beliefs & values)”

What? (short description: activity type, context/setting)

This activity can be used to enhance learners’ listening skills. It involves people working in pairs and exercising active listening. Learners understand about the importance of communication and conscious attention when interacting with others. Educators can use this activity to teach learners about understanding other people’s beliefs and values as well as rapport building.

Procedure (Describe the steps of the activity):

Active listening includes the following skills and qualities:

- a. **Matching:** Tone of voice, Tempo ,Volume, Posture, Breathing , Predicates
- b. **Back-tracking:** Going back over what was said and done to ensure that all concerned had the same understanding.
- c. **Attending to Other:** Placing your entire conscious attention on the other person, rather than on yourself, so that their experience is the most important during the interaction.
- d. **Paraphrasing:** A process of attentive listening and then selecting your own words to describe the individual’s experience.
- e. **Reflecting Feelings:** Content + Feeling = Meaning.
- f. **Use of Questions:** Can be useful in encouraging the individual to be more specific. Make use of open/closed questions.
- g. **Knowing Your Limitations:** Be aware of what you tell the learners according to your own knowledge and expertise. This is a real strength.
- h. **Giving Feedback:** Start with the positive and with whatever needs to be improved. Be specific; avoid comments like ‘good’ and ‘awful’. Being specific makes feedback easier to learn from. Refer to behaviour that can be changed. Offer alternatives; suggest different ways of doing what you observed. Own the feedback. Remember – this is only your opinion. Leave the person with a choice: feedback that demands change is unsuccessful.
- i. **Receiving Feedback:** Listen to the feedback rather than immediately rejecting or arguing with it. Be clear about what is being said. Check it out with others rather than relying on only one source. Decide what you will do as a result of the feedback. Thank the person for giving the feedback

Learning outcomes: to be linked with the IO of LU5 – Communication skills

4.5.2.Activity 2

“The Blindfold Game”

What? (short description: activity type, context/setting)

In this activity, blindfolded participants must rely on their partners to navigate an "assault course" successfully.

Learning objectives:

This exercise helps to improve communication and listening skills, and to build trust between partners

Duration: 20 min

Materials (needed for the implementation of the activity):

Any size group works well in this exercise.

Enough blindfolds for half of the participants.

A large, private room.

Furniture and other items that you can use as obstacles

Procedure (Describe the steps of the activity):

1. Scatter furniture and objects around the room before the activity begins. Your course should be challenging, but still safe to navigate around.
2. Put team members into pairs and ask them to stand at one end of the room.
3. One person from each pair should put on the blindfold.
4. The sighted people must guide their partners across the room and give instructions to help them avoid the obstacles.
5. When each team reaches the other side of the room, partners should switch roles and then repeat the exercise.

Advice for the Facilitator

Talk with your group after the exercise. Consider these questions:

- How did participants have to communicate differently to guide their partners?
- How did their listening skills change and adapt when they were blindfolded?

Resources, references & availability:

<http://www.mindtools.com/pages/article/team-building-communication.htm>

Learning outcomes: to be linked with the LO of LU5 – Communication skills

4.6. Intercultural Knowledge

4.6.1. Activity 1

“My name”

What? (short description)

Name exercise to explore identity and confirm who I am!

How to use it?

This is a useful exercise that can be used as an ice-breaker activity. It helps to understand the way that each person calls themselves and what meaning that has for them. This activity helps to integrate a group that is composed of different cultures by encouraging people to go beyond the name and explore each others' identity in more depth. This exercise may reveal experiences that come with different cultural backgrounds. As an educator it is important to consider that cultural identity is a unique blend of inner qualities and self-representation. An individual's inner self is composed of a myriad of fragments including nation, religion, family, gender, sexuality as well as culture. The self-representation includes appearances or personality and beliefs and values of a person.

Each participant will start by saying their name and then add something to it; either anecdote, explanation, feeling about, meaning (educators should give the first example) After this introduction, ask the learners: What do you think about the explanation of others about their names? Did you find out something more about the person from the anecdote? Discussion: Important to generate a discussion about the meaning of names for others - Is the meaning linked to family, nation, religion, culture? - What is the explanation of the name? - How does the individual feel about their name? Conclusion: “Listening beyond hearing can lead to greater understanding”

Resources & availability:

Adapted from Erasmus+ GET THERE Project

www.getthereproject.eu

4.6.2. Activity 2

“Life Spiral”

What? (short description)

Life Spiral is a technique, which allows learners to look back at previous beliefs and values as well as to map a pathway for the future.

Benefits/advantages:

Allows learners to look back at previous beliefs and values as well as to map a pathway for the future.

Limits:

Dependent on learner’s willingness to discuss personal beliefs and values.

How to use it?

This technique goes deep in the life of people, understanding the theory of “legacy of experience” –which is rather like a map. The theory supports the notion that all individuals are product of the influences that their life experiences have had on them. They live out their legacies of experience. The ‘Life Spiral’ has been designed as a tool to help develop self-awareness and understand beliefs and values. The principle is that in order to understand one’s present behaviour one has to understand the impact that the past has had, or perceived to have had on their current life.

To run this activity the educator must carry out the following steps:

- 1) Explain to learners that they have to think about the important events in their life. They must think about these and reflect how these events have influenced their views and their legacies.
- 2) Ask learners to plot random ‘life’ events on the spiral. This should be done as an individual activity so that content remains private. Educators are required to give learners a first example by applying this exercise to their own lives.
- 3) Ask them to examine the events that have been plotted and to explain the stories behind them. Again, they can choose to do this as an individual exercise if they wish it to remain private.
- 4) Finally, ask learners to reflect on the narrative and pick out any themes, issues, connections that seem apparent around beliefs and values. This can be done with the support of the educator.
- 5) Repeat the exercise over a period of time to build different levels of awareness
Share any observations.
Discussion about the life spiral view.
What are the events?
What are the stories behind them?
What is our analysis of them and their relationships to each other?

Resources & availability:

Adapted from Erasmus+ GET THERE Project – Trainers Handbook

4.6.3. Activity 3

“Values continuum. Exchanging views”

What? (short description)

An activity to generate discussion on a controversial issue, encourage learners to listen to the opinions of others, and develop reasoning skills.

How to use it?

Values continuum. Exchanging views

1. Read the following statement to the class: ‘Cultures are not equal, some of them are more valuable than others.’
2. Ask learners to choose their position on this statement and write it on their piece of paper. They should write a number between one and five, with one being ‘strongly disagree’ and five ‘strongly agree’.
3. They should now find someone who shares their viewpoint and discuss the statement for three minutes. If they change their mind at any point, they can write their new view on the paper.
4. Learners should then move on to find someone whose position is one step removed from their own and discuss the statement, and finally someone who has a very different view from them.

5. Finally, come together as a class and discuss the process.

- How many learners have found that they changed their position?
- What led them to change their mind?
- What have they gained from this process?

Needed material:

Small pieces of paper/index card for each learner.

Learning outcomes: to be linked with the LO of LU 6 Intercultural knowledge.

4.6.4. Activity 4

“PREJUDICE QUIZ “

What? (short description)

Trainers & educators may take advantage of this tool as an introductory activity into interculturality. Trainers will give learners the opportunity to discover mutual impressions about several personal and cultural issues, and thus starting to identify and familiarize with prejudices.

Learning objectives:

The learning objectives of this tool are to raise awareness about first impressions and prejudices among learners, and on a second level, to take advantage of the cultural differences in order to promote integration of learners.

How to use it?

Duration: 60 minutes

Needed material: Writing material and worksheet with the List of questions (see below)

Number of participants: maximum 25

Exercise

The trainer gives a copy of the worksheet to each learner and each learner writes down his/her name on the top of the worksheet. Once written, each learner will pass the worksheet to the first learner standing on his/her right side. Then the learner who has received the worksheet will write down the answer to the first question, regarding the person who wrote his/her name on the top of the worksheet.

Once the answer to the first question is written, each learner will pass the worksheet to the next learner standing on his/her right side.

Then the learner who has received the worksheet will write down the answer to the second question, regarding the person who wrote his/her name on the top of the worksheet.

Once the answer to the second question is written, each learner will pass the worksheet to the next learner standing on his/her right side.

The process will be repeated on and on with every single question until the worksheet is back to the person who wrote his/her name on the top of the worksheet.

After this, every learner will read what the whole classroom have wrote about his/her

Group discussion

Finally, a group discussion will be held about the answers, having into account how good the learners know each other.

In this final step, the trainer needs to focus on any type of prejudices emerging in the answers and during the discussion.

Final reflexion

On the basis of this results, the trainer will share with the classroom all relevant conclusions about what prejudices are, how prejudices are created, how can affect us, and how to avoid prejudices, promote mutual knowledge and facilitate integration.

Learning outcomes: to be linked with the LO of LU 6 – Intercultural knowledge

Worksheet/Annex:

LIST OF QUESTIONS
Name:
1. What is his/her age?
2. What is his/her country of origin?
3. Where does he/she lives?

4. What kind of hobby does he/she has?
5. What kind of sport does he/she like?
6. What is his/her favourite television program?
7. What is his/her favourite music?
8. What is his/her favourite vacation?
9. How does he/she live? (House, apartment, boathouse...?)
10. How many brothers/sisters does he/she have?
11. What magazine does he/she read?
12. What way of transport does he/she use to get to schools?
13. What is his/her favourite food?
14. What kind of pet does he/she have?
15. Where will he/she be in 5 years from now?
16. What does he/she do in his/her leisure time?
17. What is his/her favourite country to spend the holidays?
18. What kind of books does the person prefer?
19. What is his/her favourite music group/singer?
20. What would he/she do for a living in the future?

4.7. Resilience

“Action Plan for building resilience”

What? (short description: activity type, context/setting)

This activity has two parts: one is a questionnaire for the self-diagnosis of personal resilience, and the other is the definition of an action plan for personal changes to be put into practice when facing adversities, considering each one’s characteristics related to resilience. The first part must be completed at the beginning of the learning unit and the last one at the end.

Learning objectives:

- Assess individual resilience characteristics in order to enhance them;
- Plan personal changes to improve reactions when facing adversities.

Benefits and Advantages:

This activity will help the beneficiaries to understand and to improve their resilience characteristics, and to plan how to optimize their reactions in adverse circumstances. This way, they can self-discipline and keep a positive attitude during difficult moments. They will also be encouraged to share their knowledge and improve resilience in people around them.

Duration: 2 hours (one hour for each part of the questionnaire)

Materials (needed for the implementation of the activity): Printed questionnaires; printed action plans tables; pens; video; electronic support for the presentation of the video – computer/projector/tablet.

Procedure (Describe the steps of the activity):

Questionnaire: <https://testyourself.psychtests.com/testid/2121>

- explain to the group what resilience is and its importance;
- introduce the questionnaire, its goals, and the steps that will be followed during its implementation;
- distribute the individual questionnaires to the group, read the questions loud and clarify any doubts raised regarding them;

- alternatively, the questionnaires can be done online, by following the previous mentioned link, if there are enough electronic devices to do so;

- give the trainees approximately 5 to 10 minutes to answer the questionnaire;

- after all trainees have answered the questionnaire (or the majority have answered the majority of the questions), ask them, in group, about their answers. Note that not all trainees may be willing to share their answers loud and this must be respected (you can later talk individually with each of them if you find it pertinent and there is time available);

- if the questionnaire is done online, at the end it is possible to automatically score it and get an overall result/resilience profile.

- debate the most common characteristics in the group and ask learners about possible ways to improve them;

- inform trainees that now they are aware of their resilience characteristics, it will be easier for them to go through the contents of the training and improve their resilience.

Action Plan:

- show the group the video *Building personal resilience* <https://www.youtube.com/watch?v=pS5H7VfkuPk> (automatic translation from English to other languages available) as a sum up of the contents approached during the learning unit;

- introduce the Action Plan Template (<https://www.easterseals.com/shared-components/document-library/plan-for-building-resilience.pdf>) as the last task of the learning unit, its goals and the steps that will be followed during its implementation;

- distribute the individual Action Plan Templates to the group, explain it loud and clarify any doubts raised regarding it;

- give the trainees time to fill in their Action Plans – remember them they must take into account their resilient characteristics they identified in the initial questionnaire;

- after all trainees have completed their Action Plans (or the majority have done it), ask the group to speak about some of the actions they planned:

- Which reactions do they used to have in specific situations and which actions do they plan start having before similar situations?
- Which actions, from the ones shared, do they consider the most adequate and likely to be implemented?
- Are there any actions that any colleague expressed that other colleagues in the group can also adopt?

Once again, note that not all trainees may be willing to share their plans loud and this must be respected;

- encourage trainees to improve their resilience by following their action plans, as they can help them improving daily life obstacles overcome.

Limitations: It must be taken into consideration that in case learners are not fluent in the language in which the materials are delivered, trainers may take enough time to explain both documents and answer to learners' questions regarding them. The same should happen when learners express themselves orally and/or in writing, having trainers an important role in helping them expressing correctly.

Resources, references & availability:

- Resiliency Test. (n.d.). Retrieved from <https://testyourself.psychtests.com/testid/2121>
- Building personal resilience (2016, May 02). Retrieved from <https://www.youtube.com/watch?v=pS5H7VfkuPk>
- My Action Plan for Building Resilience (2014). Retrieved from <https://www.easterseals.com/shared-components/document-library/plan-for-building-resilience.pdf>

Learning outcomes (to be linked with the IO2 and ECVET of Modules. How does this activity connected with the curriculum and the theoretical background of the activity?)

At the end of these activities, learners are expected to be self-conscious about their resilience characteristics and to plan changes in their reactions when facing adversities so they can overcome them. This will help them to strengthen their psychological characteristics and to develop healthier social relations.

4.8. Time Management

“Time management matrix”

What? (short description: activity type, context/setting)

In this activity, trainees will create and fulfill individual time management matrices, which will help them to manage their daily personal and professional tasks in a more efficient way. For this purpose, it will be used the matrix popularised by Stephen Covey.

Learning objectives:

- prioritize tasks according to urgency and importance criteria;
- plan personal and work tasks using time management grids.

Benefits and Advantages:

This activity will help the beneficiaries to manage their time in a more efficient way, by providing a better understanding of the urgency and importance of the tasks they need to perform. Following these criteria, learners will prioritise tasks in an objective and clear way, so they can optimise the amount of tasks they perform. This way, they can self-discipline and keep control specially during moments of tasks overload in their lives.

Duration: 1 hour

Materials (needed for the implementation of the activity): sheets of paper; pens; video; electronic support for the presentation of the video – computer/video projector/tablet.

Procedure (Describe the steps of the activity):

- introduce the activity, its goals, and the steps that will be followed during its implementation;
- ask trainees if they ever have used strategies to manage their time and, if yes, to describe how they did it;
- show the group the video *Covey Time Management Matrix Animated [4 Quadrants of Time Management]* <https://www.youtube.com/watch?v=DNoQiScnOaA> (automatic translation from English to other languages available); each time a quadrant of the matrix is presented, pause the video and ask learners to provide examples from their lives that they would assign to the

same quadrant – reinforce the questions *Is that task important or not? And Is that task urgent or not?*

- distribute the sheets of paper and the pens to the group;
- ask each person to design in the paper a matrix like the one presented at minute 00:28 in the video, with the title of each section written and using all available space in the piece of paper;
- give the trainees time to fulfill each section with examples from their daily lives;
- after trainees have fulfilled the matrix, ask them, in group, about their answers; example of questions are *Which personal tasks did you define as important and urgent? Which criteria did you use to do that categorisation?* If any trainees do not want to share their answers loudly, that must be respected as the task is related to the using of personal information that may be sensitive to some of them;
- debate the similarities and differences in the group, asking for possible reasons for that to happen – *Why do you think the same task can be a priority for one person and for another person not?* Evoke that the same task can appear in different quadrants of the matrix, according to each learner's personal background;
- instigate trainees to use this technique for their weekly and daily organisation, as it will help them improve their time management.

Limitations: If the trainees experience difficulties providing examples of tasks they perform every day, the trainer can help them by giving/asking for examples in specific contexts, like: household chores; responsibilities regarding family; work tasks; etc.

Resources, references & availability:

- Mueller, S. (2017, April 01). Stephen Covey's Time Management Matrix Explained. Retrieved from <http://www.planetofsuccess.com/blog/2015/stephen-coveys-time-management-matrix-explained/>
- Covey Time Management Matrix Animated [4 Quadrants of Time Management] (2018, November 09). Retrieved from <https://www.youtube.com/watch?v=DNoQiScnOaA>

Learning outcomes (to be linked with the IO2 and ECVET of Modules. How does this activity connect with the curriculum and the theoretical background of the activity?)

Learners are expected to use this technique in their daily lives to be more aware about the urgency and importance of the tasks they need to perform and to prioritise them according to their relevance. This will help learners to be more organised and increase the number of tasks they can complete successfully in less time.

4.9. Emotional Regulation

“EMOTIONAL REGULATION“

What?

The Mastery of Vision

One of the most critical components of emotional intelligence is self-motivation and competence. The mastery of vision exercise is a rehearsal process that strengthens the power of visualizing success and rebuilds focus to act on the goals systematically.

This exercise can be conducted individually or as a group and involves the following questions. The questions are subjective, self-evaluative, and there are no right or wrong answers here.

The Mastery of Vision Exercise

Imagine yourself in your dream job, in the designation you always wanted to be.

See yourself as an expert of the job and ask yourself the following questions:

a) I will contribute to the organizational success in the following ways

b) I will use the following strategies to keep my team happy

c) I will reward my employees/teammates in the following ways

d) Working in my dream role, I would like to build myself in the following ways

e) If I get to serve the role, these are the goals that I wish to accomplish in a year/month/week

Go through your responses and try to analyze if you can plan your actions according to it. Keep the test as a reference and conduct it once or twice a year to align your thoughts with your goals.

Learning objectives:

There are different ways to regulate our emotions. One of the ways that we can do this is to control the way that we think about stressful events and how they make us feel. Migrants will learn different strategies that will help them think about stress and control their emotions. Some of them are positive and lead to good consequences. In general, people want to use these as

much as possible. Other strategies are negative so migrants will learn to recognize them and avoid using them.

Regulating someone's emotions is not easy – we use different STRATEGIES and GAMES that take time and practice to develop.

Benefits and Advantages: The goal of this training is to give migrants a POSITIVE way to think about stressful situations. Aside from the more obvious benefits, such as feeling better in the immediate term, strong emotional regulation skills can also enhance long-term wellbeing, improve performance at work, enrich personal relationships, and even lead to better overall health.

Additionally, regulating emotions through problem-solving, asserting oneself, reappraisal of the situation, and so on, makes those emotions much less likely to escalate and lead to regrettable situations. And while moods aren't the same as emotions, emotions do affect moods. This means emotional regulation can lead to mood improvement, which in the long run can increase compassion and empathy for others.

But for anyone looking to improve their regulation skills, it's important to not be ashamed of uncomfortable or unwanted emotions. Everyone has them—it is what people do with them that counts.

Duration: 25 – 35 min

Materials: no special materials required

Procedure: one should follow the situations and then discuss the outcomes.

Limitations: the readiness to respond to action and cooperate are essential for the outcome of the game.

Resources, references & availability:

1. Emotional Regulation Lessons:
https://www.mcgill.ca/connections/connections/files/connections/emotional_regulation_lesson_plans.pdf

Learning outcomes

Emotional self-regulation is important for helping migrants manage how they express and experience emotions. Migrants experience problems and practicing emotional intelligence they learn how to manage their frustration. The next time migrants are placed in a frustrating situation, they will know how to walk away and cool down rather than having an emotional outburst. Behavioral self-regulation helps migrants demonstrate control over their actions.

4.10. Interpersonal Relationships

“INTERPERSONAL COMMUNICATION”

What?

OBSERVATION GAME

This is an individual game, where the players have the opportunity to observe some interpersonal communication, make a mental note of the behaviors used, both verbal and non-verbal.

Learning objectives:

The goal is to observe and think about the following factors:

- Who are the communicators?
- What messages were exchanged?
- What (if any) noise distorts the message?
- How is feedback given?
- What is the context of the communication?

Benefits and Advantages:

By observing others - making a conscious effort to understand how communication occurs – the players will think about how to communicate and be more aware of the messages sent.

Duration: ca. 15-20 min

Materials: no special materials needed

Procedure: the game has two parts – observation and discussion.

Limitations: the readiness to respond to action and cooperate are essential for the outcome of the game.

Resources, references & availability: <http://www.intercultproject.com/arts-based-and-action-oriented-methods>

What?

THINGS THAT ARE IMPORTANT TO PEOPLE

In this game the participants have to think about all those things that are really important to them. They may be tangible things that they own, or they may be abstract ideas or considerations that they hold to be of value to themselves and others. The participants might wish to take their time over this reflective activity, sharing their thoughts and ideas with those people close to them and perhaps extending that to the people they work with.

Learning objectives:

Having reflected on those issues most dear to the participants, it would be great to make them identify a list of twenty of the most important things to them in the world but, before they do that, it is essential to impose some limits on what can be held in their list:

1. Family members are to be regarded as one choice;
2. Loved ones and friends are to be regarded as one choice;
3. Pets, regardless of their species and number, are also to be regarded as one choice.

Benefits and Advantages:

The game aims at making people think about the important things for them, to reflect on the following as this might just help focus their thinking.

- What would you save in the event of a disaster such as a fire or a flood?
- What would you/do you hide from potential thieves?
- If you were taken into prison what would you want to safeguard?
- If you were forced to live under a different political régime that is very different from that which you know, what would be most important to you?
- Bad things happen to people all the time in our world. What if they were to happen to you?

Duration: ca. 15 – 25 min

Materials: paper pads and pens.

Procedure: thinking and writing down

Limitations: the readiness to respond to action and cooperate are essential for the outcome of the game.

Resources, references & availability: <http://www.intercultproject.com/arts-based-and-action-oriented-methods>

What?

UNDERSTANDING OURSELVES AND OTHER PEOPLE

The participants should think about a person that they have had experience of working with or being with who has had to be admitted into care: health care as an emergency, or social care as a planned event as a consequence of alterations in their physical or psychological health.

Using their skills of self-awareness and empathy, they should imagine what it must have been like to be that person, or what the response from the care agencies involved was.

If someone found himself in a similar situation, how would (s)he feel?

Learning objectives:

If you were that person and had that experience of being admitted into care, how many things on the list that you previously generated do you think would still be immediately available to you? Work systematically through your list of twenty things and score out those that would not

be available. Then erase components of those things that perhaps may be available but only in small measures.

For example, your family and friends whose access to you is likely to be limited due to visiting rules. You can't have all your photos with you but you could have a snapshot in your purse/wallet. It's all about compromise. On admission into care it is likely that you would be advised about the safe-keeping of valuables and you would be asked to turn off your mobile phone. It is more than likely that your privacy would be seriously invaded with questioning and possible examination and your right to be free to determine your own daily activities would be, in the first instance, severely curtailed. Your car would be left at home as parking is always expensive and difficult, and you certainly would not have your own bed or chair. Everything around you would be unfamiliar.

Benefits and Advantages:

The major benefit is to make oneself feel the others by transforming his/her mindset and going through situations, which are new and unfamiliar to him/her. The goal is to learn to understand, to learn to feel.

Duration: 25 – 35 min

Materials: paper pads and pens

Procedure: using someone's imagination to build situations and then analyze those situations

Limitations: the readiness to respond to action and cooperate are essential for the outcome of the game.

Resources, references & availability: <http://www.intercultproject.com/arts-based-and-action-oriented-methods>

Take some 10 min. to discuss in pairs and go through your list and share your thoughts with a friend, fellow student or your teacher or mentor and see what is left on that list as a result of being admitted into care. It is likely that you will strike out the majority of those things you listed.

Learning outcomes

Interpersonal communication skills are essential to developing other key life skills, which are part of the project BeInEurope. Being able to communicate well with others is often essential to **solving problems** that inevitably occur both in our private and professional lives. **Decision making** is another area which can benefit from good communication skills as it often requires communicating complex information so that the most appropriate decision can be made.

Good interpersonal communication skills enable us to work more effectively in groups and teams, which may be either formal, like at work, or informally - in social situations. It is often desirable to build strong relationships with others, which can in turn lead to better communication and understanding.

4.11. Stress Management

4.11.1. Activity 1

“Balloon/stress management technique”

What? (short description: activity type, context/setting)

This tool is a counselling technique that aims to reduce, prevent, and cope with stressful conditions and find effective problem-solving under pressure contexts.

Learning objectives:

The objectives of this activity are:

- Stress relief
- Problem-solving
- Motivational thinking
- Critical thinking
- Self-awareness

Benefits and Advantages:

-This activity can be adapted to daily or training contexts as it is a very useful technique. The logic behind the use of the case studies, promote creative thinking and group discussion that facilitate the beneficiaries on expressing their emotions and thoughts.

Duration: 1 hour

Materials (needed for the implementation of the activity):

Balloons, post it, pens, markers, projector, laptop (for showing this video after the end of the activity: https://www.youtube.com/watch?v=_46OXwbUMKo)

Procedure (Describe the steps of the activity):

Step 1:

Give to all participants post it, pens and balloons and ask them to think about the conditions that cause them stress. Explain them that for each condition they should use 1 post it. Then, leave them for about 5-10 minutes to write down their thoughts and ask them to put inside the

balloons all the post it. After that, they have to inflate the balloon and write with a marker their name.

Step 2: After collecting all the balloons, the participants should stand up and create a circle, in which they should hold on the one hand the balloon for about two minutes without changing their position or moving their hand.

During this minute you should guide the participants with the following questions:

-How heavy is this balloon?

The answer here, is that the weight doesn't matter but this one that really matters is how long we hold this balloon. If I hold it for a minute is not a problem, if I hold it for 1 hour I will have an ache on my arm and if I hold it for a day my arm will feel numb and paralyzed.

-What this balloon represent?

This balloon represent the weight of all these stressful conditions that affect our lives, the longer I hold it the heavier it becomes and nothing happens if we think about them only for a moment. If we think/hold them a bit longer then the pain starts and after a few days you will feel paralyzed –as if you are holding this balloon for a days-

Then we ask them to put their balloons down and express how they felt their arm after this 2 minutes procedure.

Step 3: Now, ask them to pick up one other's balloon –not their own- and to be in pairs with the selected name. Be careful here: Only the half participants should pick one balloon in order to be easier for them to select their interlocutor. The participants who selected to pick up the balloons, they cannot pick each other.

Step 4: When the pairs are done, ask them to pop up each other's balloons and to discuss their contents for about 10-20 minutes. While talking they should provide effective solutions to each other's perspectives.

Step 5:

Feedback from the pairs:

-Did you find common elements with your interlocutor?

-Did you gain any useful feedback, recommendations or advices from your interlocutor?

-How did you feel after discussing these sensitive topics?

Note: Here you can add more questions related to the objectives described inside the curriculum and theoretical framework.

Step 6: You have to show them the following video as conclusion of the activity:

https://www.youtube.com/watch?v=_46OXwbUMKo

Limitations: You will need a projector and a laptop otherwise you will need to send the link to participants' mail.

Resources, references & availability:

https://www.youtube.com/watch?v=_46OXwbUMKo

<https://www.youtube.com/watch?v=CMspjZ26XhQ>

Learning outcomes

With this activity we equip the participants with stress management techniques that aims to empower the beneficiaries with relevant skills for reducing their stress level. Then, they will be able to integrate these tools in everyday contexts for pedagogical or for personal-expressional reasons. Also, the contents of this activity, promote team discussion, self-awareness and empathetic behaviour, in order to understand the others' feelings and try to give them positive and effective solutions.

4.11.2. Activity 2

“SOMEONE WHO TRULY UNDERSTANDS”

What?

This activity includes the automatic writing, a technique that is used as a supporting-counselling tool that aims to reduce the stress levels and to aware the beneficiaries about their thoughts and feelings.

Learning objectives:

This activity aims to empower:

- Self-awareness
- Empathetic behaviors
- Needs-feelings assessment
- Self-expression

Benefits and Advantages:

The benefits and advantages are that this activity can be adapted to other training environments with different or similar target groups. Also, can be implemented as a stress management technique

Duration: 1 hour

Materials (needed for the implementation of the activity):

The case study printed, A4 papers and pens.

Procedure (Describe the steps of the activity):

Step 1: Read to the participants the following story twice (Retrieved from: <https://deeproootsathome.com/stories-about-empathy-wont-soon-forget/>)

“SOMEONE WHO TRULY UNDERSTANDS”

A farmer had some puppies he needed to sell. He painted a sign advertising the 4 pups and set about nailing it to a post on the edge of his yard. As he was driving the last nail into the post, he felt a tug on his overalls. He looked down into the eyes of a little boy.

“Mister,” he said, “I want to buy one of the puppies.”

“Well,” said the farmer, as he rubbed the sweat off the back of his neck, “These puppies come from fine parents and cost a good deal of money.”

The boy dropped his head for a moment. Then reaching deep into his pocket, he pulled out a handful of change and held it up to the farmer. “I’ve got thirty-nine cents. Is that enough to take a look?”

“Sure,” said the farmer. And with that he let out a whistle. “Here, Dolly!” he called.

Out from the doghouse and down the ramp ran Dolly followed by four little balls of fur. The little boy pressed his face against the chain link fence. His eyes danced with delight. As the dogs made

their way to the fence, the little boy noticed something else stirring just inside the dog house. Slowly another little ball appeared, this one noticeably smaller. Down the ramp it slid. Then in a somewhat awkward manner, the littlest pup began hobbling toward the others, doing its best to catch up...

“I want that one,” the little boy said, pointing to the runt. The farmer knelt down at the boy’s side and said, “Son, you don’t want that puppy. He will never be able to run and play with you like these other dogs would.”

With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. In doing so, he revealed a steel brace running down both sides of his leg attaching itself to a specially made shoe. Looking back up at the farmer, he said, “You see sir, I don’t run too well myself, and he will need someone who understands.”

With tears in his eyes, the farmer reached down and picked up the little pup.

Step 2: Give to the participants pens and papers and ask them to write down for about 2 minutes whatever they think about this story. Warn them that they **should not leave the pens not even for a moment and they should write all the time without thinking if their texts make sense – only whatever comes to their mind this specific moment**). They have to concentrate and to leave their minds and their thoughts free in order to express their feelings through a paper. The trainer should be very careful on noticing the participants in order not to stop writing during this 2 minutes process. This procedure is called automatic writing and is a claimed psychic ability allowing a person to produce written words without consciously writing. After the end of the 2 minutes writing the trainers should explain to all the members what the automatic writing is.

Step 3: Ask from the participants to read in front of the team their texts. Due to the fact, that automatic writing can reach very sensitive and unconscious areas of the individuals’ thinking, make clear that they can read their stories whoever wants to read it.

Step 4: Explain them that this technique, can reduce the stress levels and can be applied as an expression activity for those who have difficulty on expressing their emotions and feelings.

You can ask them the following:

- How do you feel?
- What did you realize about your thoughts?
- What was the key point of the story?
- Do you believe that this technique can assist you on reducing your stress?

Limitations: Do not push the participants on sharing their texts, if they do not want to.

Resources, references & availability: The case study retrieved from: <https://deeproofsathome.com/stories-about-empathy-wont-soon-forget/>

Learning outcomes

This activity is connected with the objectives of the output, as it aims to enrich the beneficiaries with tools and techniques that will raise the elements of empathy, tolerance, acceptance and will relief their stress. Its contents are very clear and understandable and can be integrated to trainees’ daily lives, in different conditions and contexts.

4.12. Attitude: empathy, acceptance

4.12.1. Activity 1

“Roll and... Dice”

What? (short description: activity type, context/setting)

This activity aims to raise empathetic behaviors, in order to participants be able to get in the “others’ shoes” and to understand more deep their feelings. Also, push the trainees on expressing their thoughts and concerns for finding effective problem-solving and for having healthy social relationships.

<https://ecdn.teacherspayteachers.com/thumbitem/Empathy-Foldable-and-Activity-Pack-2957957-1513966092/original-2957957-2.jpg>

Learning objectives:

- Empathy
- Expression of thoughts and emotions
- Critical thought

Benefits and Advantages:

- Understand the meaning and the importance of empathetic behavior.
- Understand the others’ feelings.
- Express the feelings and concerns.
- Understandable contents of the activity.
- Suitable and appropriate activity for many target groups.

Duration: 1 hour

Materials (needed for the implementation of the activity):

Handmade die, A4 papers, pens

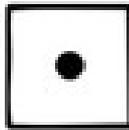
Tutorial about how you can make a dice:

- <https://www.youtube.com/watch?v=vUws412hdjo>
- <https://gr.pinterest.com/pin/26177241571440816/>

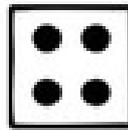
Procedure (Describe the steps of the activity):

Step 1: Create the dice by following the instructions written in the followed tutorial videos (or you can use a ready dice)

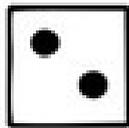
Roll and Share – Empathy Dice Game



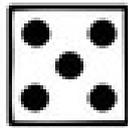
Talk about a time you felt empathy for someone.



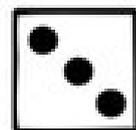
Do you ever ask your friends how they are feeling?



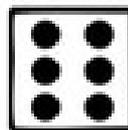
What does it mean to put yourself in someone else's shoes?



How can you tell how someone is feeling without asking?



Why is it important to understand other people's feelings?



Do you think empathy is similar to kindness?

Step 2: You can separate the members in 2 teams, or even you can do it as one unique team. Then, the teams have 15 minutes for discussion.

Note; Each member should roll the dice at least 2-3 times. If the number picked is the same, then the participants need to describe different cases, in order to reach as much stories as they can.

Step 3: While the participants are talking, all the members should think about which case is the best one, that describes with the most direct way the meaning of empathetic behavior. Then, they should pick the one that the majority agrees for and they should try to make a story on this case.

Step 4: Give to the participants A4 papers and pens and explain them that they should create a story by beginning with the sentence: **“What happened with (name of the individual) is...**

And each participant should write one sentence each time for creating a story that makes sense and describe the empathetic behavior and how do the participants deal with this case. Each participant has 30 seconds to write one sentence that is directly connected with the previous one, and then gives the paper to the participant who stands next to him/her. The procedure will be continued until all the members write one –at least- sentence and the story will end by the phrase... **And that was how I get in to the other's shoes and understand the feelings of my interlocutor.”**

Note: If the participants are only 3 then they should contribute more than 2 times in order to give an end to the story made.

Duration of this step: 10 minutes

Limitations: The participants should be at least 3.

Resources, references & availability: The image retrieved from: <https://www.teacherspayteachers.com/Product/Empathy-Perspective-Taking-Counseling-Games-and-Foldable-Activities-2957957>

Learning outcomes (to be linked with the IO2 and ECVET of Modules. How does this activity connected with the curriculum and the theoretical background of the activity?)
This activity aims to raise awareness about empathetic behaviours and how they can understand the others' feelings and thoughts by communicating and approaching them effectively.

4.12.2. Activity 2

“Make your own campaign”

What? (short description: activity type, context/setting)

This activity aims to promote the meanings and the importance of tolerance and acceptance in order to participants strengthen and empower their personal and social skills. This tool focuses on the recognition of ways that are able to overcome an intolerant behavior.

Benefits and Advantages:

Influence others to help reverse the trends of intolerant, non-inclusive behavior.

Duration: 1 hour

Materials:

A4 papers, flipcharts, pens, markers, newspapers, scissors, glue, post it, projector, laptop, Internet connection

Procedure (Describe the steps of the activity):

Step 1: Give to all participants colorful post-it and pens. Then ask them the following questions:

Write down 3 stereotypes that are coming in your mind write now.

Write down 3 stereotypical behaviors regarding the stereotypes you mentioned above.

Write down 1 solution for fighting stigmatization.

One by one, they should answer all the questions by filling the post-it with their own perspective regarding the questions.

Step 2: Ask from the participants to put in the wall all their post-it in categories. The first list is for the first question (for example you can use orange post it), the second list related to the second question (green post it) and the third one with the third question (blue post it). Read in front of the team all the stereotypes written by all the participants and select the one that is selected by the majority of them.

Step 3: Ask from the participants to create a product, **as an awareness campaign** (such as a blog, Facebook post or poster or video) to influence their generation to reverse intolerant, non-inclusive behavior toward the stereotype selected. They can act upon one of the ideas from the list of solutions above or come up with a new one. Their product should be targeted toward

their peers and should focus on (1) the power of inclusion related to the minority (2) the negative

impact of prejudice or intolerance toward this minority; (3) or both.

NOTE: Give to the participants flipcharts, markers, pens, newspapers **and some key works like: google search, video apps etc.** It is important for them to have projector, in order to show their video –if they choose to create one-.

Step 4: Debriefing: At this stage all the partners should present their “campaigns”.

The debriefing part should be mainly focus on the tolerance and the acceptance of the “different aspect”.

You can use the following questions:

-How difficult do you think is the acceptance of a vulnerable group for an equal treatment within society?

-How raising awareness activities like campaigns can fight stigmatization and stereotypes?

-How intolerant behaviors affect the acceptance and how acceptance is related to tolerance?

Limitations: The team should be implemented with at least 3 members.

Resources, references & availability:

Learning outcomes

This activity is connected with the objectives of this Unit as it demonstrates ways that assist the beneficiaries to understand the meaning of the terms “tolerance and acceptance”. Also, aims to raise their self-awareness about relevant social phenomena and how they can be more active citizens.