

WIFI

WORKSHOPS CREATION

Project Nr. 2021-1-FR01-KA220-ADU-000026081



**FIGHT AGAINST
ILLITERACY**



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Project Information

Project title	Workshops for fight against illiteracy
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Document Information

Title	WIFI Workshops Creation
Description	This output designs the WIFI workshops. It contains in-situ workshops exercises taking into account basic key skills. Each exercise targets several skills so it matches the Skills Map of the project and lead to a coherent evaluation of acquired skills during the workshops besides giving opportunity for literacy learning in a work setting
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Content

Project Information	2
Document Information	2
Introduction	4
Methodology	5
Area 1: Cooking	15
Cycle 1	18
Cycle 2	28
Cycle 3	39
Group coaching	50
Individual coaching	58
Closure	59
Area 2: Small wooden constructions	60
Cycle 1	63
Cycle 2	73
Cycle 3	84
Group coaching	95
Individual coaching	103
Closure	104
Area 3: Gardening	105
Cycle 1	108
Cycle 2	118
Cycle 3	128
Group coaching	139
Individual coaching	147
Closure	148
Area 4: Art	149
Cycle 1	152
Cycle 2	162
Cycle 3	172
Group coaching	183
Individual coaching	191
Closure	192

Introduction

Illiteracy is an invisible problem that is present throughout Europe, and it is present in all of the partner countries. It is an obstacle to people's autonomy, to accessing their civic and social rights, but also to accessing qualifications, returning to work and adapting to changes in companies.

While illiteracy can affect a child's life socially when they are still young, it can impact an adult person's life position in a socioeconomic way, and enhance their vulnerability and that of their future children. Their illiteracy can result in unemployment, low level of knowledge, and lack of competences.

This problem tends to affect women more noticeably, especially those from rural areas or young mothers.

The main consequences of illiteracy among adults are a lower self-esteem, difficulty to communicate and express themselves, difficulty to access information, difficulty to access goods and services, difficulty to find a job, and difficulty to engage in social and cultural life, among others.

Support for people suffering from illiteracy depends to a large extent on the ability of each person, in his or her own place, to be aware of the problem of illiteracy, to listen, inform and guide correctly the people concerned, who are often very far from the proposed solutions. Given the specificity of this illiterate public, the pedagogy of the WIFI project will be focused on the needs of the beneficiaries and will establish a link with the professional and/or training project.

The project proposes to create thematic workshops for illiterate adults. The idea is that through manual production (wood, clay, etc.) or daily life gestures (cooking, care, etc.) the target group can increase their basic skills and get out of a situation of illiteracy.

The following workshops will help the main target group, illiterate adults, improve their lives at all levels: personal, social, economic and professional. Through these activities, their skills will be enhanced, which will help restore their self-confidence and improve their daily lives, and via the workshops they will learn about their potential, as well as their strengths and weaknesses, promoting the former and correcting the latter. Their improved skills and knowledge could help them (re)activate their desire to enter the labour market, and they will be fundamental to achieve better positions. Or it could lead to people choosing to seek education. Moreover, a more stable and/or higher income will improve their personal and social lives.

Methodology

The workshops in this document are divided in four areas: cooking, small wooden constructions, gardening, and art.

This model contains manual and daily life activities. The idea is that, through them, the target group will enhance their skills and competences in order to overcome obstacles created by illiteracy. The activities pursue the same objectives in each area, but the materials have been adapted to the different areas.

The aim is for them to have a first working and team experience accessible to their level and allowing them to work on their initial skills through experience and to develop them in order to access vocational training or qualifications at a later date. This will increase their chances of integration and will eventually enable them to enter a work integration enterprise, a training course leading to a qualification, to start a basic training process, or even to enter the job market directly. The main objective of manual activities is not to discover trades or sectors of activity. It is a question, by this means, of approaching in a transversal way the domains and subdomains of targeted competences.

The activities offer a group and individual approach, in which brainstorming with other participants at the beginning will help illiterate people become more autonomous. The feedback that the participants themselves will offer each and subsequent personal reflection after the workshops will help them to discover what their strengths are and what they need to improve in order to achieve their learning objectives.

The participants will be in an active process where they will increase their skills during manual activities or daily life, alone, in pairs or in groups, but always accompanied by the trainer so that the people learn little by little to be alone in the face of difficulty.

Learning objectives

- To manage information and knowledge.
- To solve problems and to reason.
- To manage and organise activities.
- To cooperate and foster collaboration/teamwork.
- To manage mathematical and budgetary information.
- To use oral communication.
- To take social and cultural norms into account.
- To use digital resources.
- To develop reading skills.
- To use written communication.
- To build one's career path.

All activities will be related to different skills and levels, which will be indicated with labels in the respective part. The partners may also implement a mix of activities from the different areas if it makes sense to their organisation and target group, always given the case that they cover the training of all skills in the overall training course. That is, trainers can decide to implement cycles from different areas, as long as the cycles are completed.

In the area selection, partners shall pay attention to avoid gender stereotypical course selection and implementation. This means people only doing activities related to stereotypical gender roles must be avoided, as well as doing courses with only participants from the same gender.

We will conduct a piloting with at least 12 illiterate adults of each organisation during 90 hours divided in half days, that is, the course shall contain 24 units and last 90 hours.

In cycle 1 and 2 there will be one of the main challenges, promoting team work in different difficulty levels; in cycle 3 we will check the individual competences acquired and how each member of the group is able to apply them. In the first two cycles participants will be clearly advised that it is essential to support each other and to assure that they reach the goal all together.

A reflection of the roles of each participant needs to be part of the reflection after the units (details see in the activities description).

It is important to cover all the steps in order to allow learning, ownership and empowerment of the participants. If all materials and preconditions would be arranged by the partners, the activities would be mere animation without or with reduced impact.

Implementation phases

The implementation takes place in a normal classroom, outside or in any other suitable location depending on the chosen activity.

- 1) Before the first activity, the trainer will use the Skills Map tool to position learners on their skills level.
- 2) The various activities take place, using the developed activities corresponding to the skills to develop.
- 3) After the activities the trainer uses again the Skills Map tool to highlight changes to the target groups skills.

Objective: The Skills Map tool allows to highlight and assess progress of the learner by using the WIFI methodology. In fact, the first positioning on the tool allows to keep track of the entry level, while the positioning at the end of the activities will help to show the progress made during the workshop.

Overview on the areas and their main challenges:

Area / Cycle	Cooking	Small wooden constructions	Gardening	Art
Introduction	What is this training about? <ul style="list-style-type: none"> • Objectives • Methods • Impact 	What is this training about? <ul style="list-style-type: none"> • Objectives • Methods • Impact 	What is this training about? <ul style="list-style-type: none"> • Objectives • Methods • Impact 	What is this training about? <ul style="list-style-type: none"> • Objectives • Methods • Impact
Cycle 1	Preparation of a simple meal together in a small group	Simple construction in wood or a wooden decoration in a small group	Simple tasks to start a garden from scratch in a small group	Painting in acryl in a small group. Each participant paints on his/her personal canvas, but at the end this shall give an overall painting
Cycle 2	Preparing a 3 course-meal in a group	A more challenging construction done in a group	Planning and creating a vegetable garden in a group	Creating a set of ceramics done in a group
Cycle 3	Individual challenge and competition: who can cook what with a specific budget	Individual challenge and competition: who can construct what with specific budget	Individual challenge and competition: who can create which floral design with specific budget	Individual challenge and competition: who can create which piece of ceramics with specific budget
Group coaching	Specific support for participants who face difficulties in certain areas	Specific support for participants who face difficulties in certain areas	Specific support for participants who face difficulties in certain areas	Specific support for participants who face difficulties in certain areas
Individual coaching	Individual orientation sessions for each participant	Individual orientation sessions for each participant	Individual orientation sessions for each participant	Individual orientation sessions for each participant

Overview on the activities and learning content:

Activity name	Brief content	Skills covered	Duration
Introduction			3 hours in total
Activity 1: Introduction to this course	<ul style="list-style-type: none"> – Objectives – Method – Impact for the participants – Structure – Conditions for participation – Formal requirements 		3 hours
Cycle 1			15 hours in total
Activity 2: Preparation and decision finding. Basic level	<ul style="list-style-type: none"> – Information /research in the internet – What do they want to create? Is this possible with the budget? – Can everybody participate? – How does this work? 	<ul style="list-style-type: none"> • Managing and organising activities • Cooperating and fostering collaboration • Developing reading skills • Using oral communication • Using digital resources • Managing information and knowledge 	3 hours
Activity 3: Preparation and material organisation. Basic level	<ul style="list-style-type: none"> – What do they need? – Shopping list 	<ul style="list-style-type: none"> • Managing and organising activities • Cooperating and fostering collaboration • Managing mathematical and budgetary information • Developing reading skills • Using oral communication • Using written communication • Using digital resources 	3 hours

		<ul style="list-style-type: none"> Managing information and knowledge 	
Activity 4: Material organisation. Basic level	<ul style="list-style-type: none"> Buying and organizing materials involving all participants while following shopping list and budget Dealing with problems if something is not available (if all materials are available, participants have to perform and reflect on shortcomings in a role play) 	<ul style="list-style-type: none"> Managing and organising activities Cooperating and fostering collaboration Managing mathematical and budgetary information Using oral communication Solving problems and reasoning 	3 hours
Activity 5: Working on the results. Basic level	<ul style="list-style-type: none"> Participants in small groups work on the task they decided to do In case of problems, motivate the group to look for solutions together 	<ul style="list-style-type: none"> Cooperating and fostering collaboration Solving problems and reasoning Managing mathematical and budgetary information Using oral communication Managing information and knowledge 	3 hours
Activity 6: Guided reflection and suggestions to improve. Basic level	<ul style="list-style-type: none"> What did they like? What did they dislike? How to do it better next time? What may help them professionally? 	<ul style="list-style-type: none"> Using oral communication Taking social and cultural norms into account Solving problems and reasoning 	3 hours
Cycle 2			15 hours in total
Activity 7: Preparation and decision	<ul style="list-style-type: none"> Information /research in the internet 	<ul style="list-style-type: none"> Managing and organising activities 	3 hours

<p>finding. Intermediate level</p>	<ul style="list-style-type: none"> – What do they want to create? Is this possible with the budget? – How does this work? 	<ul style="list-style-type: none"> • Cooperating and fostering collaboration • Developing reading skills • Using oral communication • Using digital resources • Managing information and knowledge 	
<p>Activity 8: Preparation and material organisation. Intermediate level</p>	<ul style="list-style-type: none"> – It might be that the participants already know the exercise from the prior one, but now they have to fulfil a more difficult task – What do they need? – Shopping list – The trainer will form bigger groups so the consensus finding gets more challenging 	<ul style="list-style-type: none"> • Managing and organising activities • Cooperating and fostering collaboration • Managing mathematical and budgetary information • Developing reading skills • Using oral communication • Using written communication • Using digital resources • Managing information and knowledge 	<p>3 hours</p>
<p>Activity 9: Material organisation. Intermediate level</p>	<ul style="list-style-type: none"> – Buying and organizing materials involving all participants while following shopping list and budget – Dealing with problems if something is not available (if all materials are available, participants have to perform and 	<ul style="list-style-type: none"> • Managing and organising activities • Cooperating and fostering collaboration • Solving problems and reasoning • Managing mathematical and budgetary information 	<p>3 hours</p>

	reflect on shortcomings in a role play)	<ul style="list-style-type: none"> Using oral communication 	
Activity 10: Working on the results. Intermediate level	<ul style="list-style-type: none"> Participants in groups work on the task they decided to do In case of problems, motivate the group to look for solutions together 	<ul style="list-style-type: none"> Cooperating and fostering collaboration Solving problems and reasoning Managing mathematical and budgetary information Using oral communication Managing information and knowledge 	3 hours
Activity 11: Guided reflection and suggestions to improve. Intermediate level	<ul style="list-style-type: none"> What did they like? What did they dislike? How to do it better next time? What may help them professionally? 	<ul style="list-style-type: none"> Using oral communication Taking social and cultural norms into account Solving problems and reasoning 	3 hours
Cycle 3			18 hours in total
Activity 12: Preparation and decision finding. Advanced level	<ul style="list-style-type: none"> Information /research in the internet What do they want to create? Is this possible with the budget? How does this work? Preparation for individual work: now each participant has to work on his/her own; some might finish these tasks quicker, others might need more support The trainer is there as a mentor to give recommendations in case someone is 	<ul style="list-style-type: none"> Managing and organising activities Cooperating and fostering collaboration Developing reading skills Using oral communication Using digital resources Managing information and knowledge 	3 hours

	<p>stuck, but not to solve problems</p> <ul style="list-style-type: none"> – It should not be done something which the participant already did in the groupwork 		
<p>Activity 13: Preparation and material organisation. Advanced level</p>	<ul style="list-style-type: none"> – It might be that the participants already know the exercise from the prior one, but now they have to fulfil a more difficult task – What do they need? – Shopping list – The trainer will form bigger groups so the consensus finding gets more challenging 	<ul style="list-style-type: none"> • Managing and organising activities • Cooperating and fostering collaboration • Managing mathematical and budgetary information • Developing reading skills • Using oral communication • Using written communication • Using digital resources • Managing information and knowledge 	<p>3 hours</p>
<p>Activity 14: Material organisation. Advanced level</p>	<ul style="list-style-type: none"> – Buying and organizing materials involving all participants while following shopping list and budget – Dealing with problems if something is not available (if all materials are available, participants have to perform and reflect on shortcomings in a role play) 	<ul style="list-style-type: none"> • Managing and organising activities • Cooperating and fostering collaboration • Solving problems and reasoning • Managing mathematical and budgetary information • Using oral communication 	<p>3 hours</p>

<p>Activity 15: Working on the results. Advanced level</p>	<ul style="list-style-type: none"> – Participants work alone on the task they decided to do – In case of problems, motivate the participants to look for solutions 	<ul style="list-style-type: none"> • Cooperating and fostering collaboration • Solving problems and reasoning • Managing mathematical and budgetary information • Using oral communication • Managing information and knowledge 	<p>3 hours</p>
<p>Activity 16: Additional session</p>	<p>Additional session for those who could not finalise activity 15</p>	<ul style="list-style-type: none"> • Cooperating and fostering collaboration • Solving problems and reasoning • Managing mathematical and budgetary information • Using oral communication • Managing information and knowledge 	<p>3 hours</p>
<p>Activity 17: Guided reflection and suggestions to improve. Advanced level</p>	<ul style="list-style-type: none"> – What did they like? – What did they dislike? – How to do it better next time? – What may help them professionally? 	<ul style="list-style-type: none"> • Using oral communication • Taking social and cultural norms into account • Solving problems and reasoning 	<p>3 hours</p>
<p>Group coaching</p>			<p>18 hours in total</p>
<p>Activity 18: Group support on reflective skills</p>	<ul style="list-style-type: none"> – Group coaching for those who need or want to have specific support in the field of reflective skills – Role play and exercises related to these skills 	<ul style="list-style-type: none"> • Managing information and knowledge • Solving problems and reasoning 	<p>4 hours</p>

Activity 19: Group support on organising activities	<ul style="list-style-type: none"> – Group coaching for those who need or want to have specific support in the field of organising activities – Role play and exercises related to these skills 	<ul style="list-style-type: none"> • Managing and organising activities • Cooperating and fostering collaboration • Managing mathematical and budgetary information 	7 hours
Activity 20: Group support on language skills	<ul style="list-style-type: none"> – Group coaching for those who need or want to have specific support in the field of language skills – Role play and exercises related to these skills 	<ul style="list-style-type: none"> • Developing reading skills • Using oral communication • Using written communication • Using digital resources • Taking social and cultural norms into account 	7 hours
Individual coaching			2 hours in total
Activity 21 + 22 + 23: Professional orientation	<ul style="list-style-type: none"> – Individual for professional orientation 	<ul style="list-style-type: none"> • Building one's career path 	Total up to 2 hours per participant. In total 20 hours per organisation
Closure			1 hour in total
Activity 24: End-of-training celebration	<ul style="list-style-type: none"> – Final group meeting – Overall feedback 	-	1 hour

Area 1: Cooking

Learning Activities

Activity Nr. 1

Activity name	<i>Introduction to this course</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants</i>
Learning objectives	<ul style="list-style-type: none"> • <i>To know what this training is about: its objectives, its methods and its impact</i> • <i>To get to know each other</i> • <i>To create a sense of belonging</i>
Materials	<p><i>A ball</i></p> <p><i>Short PowerPoint presentation with project information.</i></p> <p><i>Short PowerPoint presentation with conditions for participation and formal requirements</i></p> <p><i>Short PowerPoint presentation with the list of trainings and workplaces suitable after the workshops</i></p> <p><i>Pens, pencils, markers, paper, flipchart, post-its</i></p>
Description	
<ul style="list-style-type: none"> – 15 minutes: Welcome and presentation of training schedule for the day. – 20 minutes: Welcome exercise → Chain name. <ul style="list-style-type: none"> ○ Step 1: The trainer makes a circle with all participants. ○ Step 2: The trainer picks up a ball, says his/her name and passes the ball to the person on his/her right. ○ Step 3: This person has to repeat the trainer's name and say his/her own name, and pass the ball to the next person. ○ Step 4: The next person says his/her name and the name of the previous 2 people, and so on. 	

- Step 5: To create a group feeling, the trainer can suggest that they help each other with the names they don't remember.
- Step 6: Once everyone has said their name, and the ball has come back to the trainer, the trainer will throw the ball randomly to a trainee, who will have to say his/her name and the name of the person who threw the ball.
- Step 7: The trainee throws the ball to another person to continue the activity until everyone has done it.
- **30 minutes: Brief presentation of the project by the trainer with a PowerPoint → what is the project about, what are its objectives, how will they be achieved, what will be its impact.**
- **15 minutes: Short break.**
- **20 minutes: Brief presentation by the trainer with a PowerPoint → conditions for participation and formal requirements.**
- **50 minutes: Practical activity to become aware of one's own skills → Skills Tree.**
 - Step 1: Participants are asked to think of a learning experience they have had, either through formal education or life experiences that have made an impact on them, and to take a few minutes to think about it.
 - Step 2: Participants individually make a list of what that experience has meant to them, what they have learned and what new skills they have acquired because of it.
 - Step 3: They then take a piece of paper and draw a tree with as many branches as new skills and things they have learnt.
 - Step 4: Once they have done this, they stick coloured post-its with these notes on each branch, or draw a picture representing each branch. They have now created their *Skills Tree*.
 - Step 5: Finally, they explain out loud their acquired learning and skills, so that everyone knows a bit of their background.
- **15 minutes: Brief presentation by the trainer with a Power Point → list of trainings and workplaces suitable after the workshops.**
- **15 minutes: Answering open questions and evaluation of the day.**
 - Step 1: There are several corners in the room:
 - A suitcase (drawn on flipchart paper) hanging/standing in one corner asking for "I am taking this home".
 - A big question mark in another corner saying "Questions left unanswered".
 - A light bulb in another corner saying "Ideas, suggestions...".
 - A trash can in another corner saying "I am leaving this here".
 - Step 2: The participants are asked to think about these things, then note down their answers on the papers.

- Step 3: The trainer will take post-its and read them out loud to start a discussion among everyone.







Source

Evaluation activity: [Toolbox — For Training and Youth Work](#)









Cycle 1

Learning Activities






Activity Nr. 2

Activity name	<i>Preparation and decision finding: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To use oral communication  To develop reading skills  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Designing a simple menu. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into 3 small groups of 4 people. ○ Step 2: The groups have to research, using the internet, what are the ingredients of a typical local dish. ○ Step 3: Each group will have to agree and decide which dish to cook. 	






- 15 minutes: Short break.
- 20 minutes: Brief presentation of the dish by each group to the other participants. If possible, combine the oral presentation with a short PowerPoint.
- 60 minutes: Discussion and reflection on personal participation and satisfaction with outcomes.
 - Discussion:
 - Step 1: We ask the group of 12 participants to draw a kitchen with many different elements and/or ingredients, as many as they want (microwave, knife, fridge, etc.).
 - Step 2: Each participant has a post-it note with their name on it and can place it in a symbolic place in the drawing, representative of their impression of the day, e.g., in a recipe notebook because they are getting lots of new ideas, etc.
 - Step 3: Thus, the group reflection starts and everyone shares the reason for their choice.
 - Personal participation:
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- 10 minutes: Answering open questions and wrap up of the session.

Activity Nr. 3	
Activity name	<i>Preparation and material organisation: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication  To develop reading skills  To use written communication  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Planning how to cook a typical dish. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups receive the total budget available to them, as well as information about the equipment and space at their disposal. 	

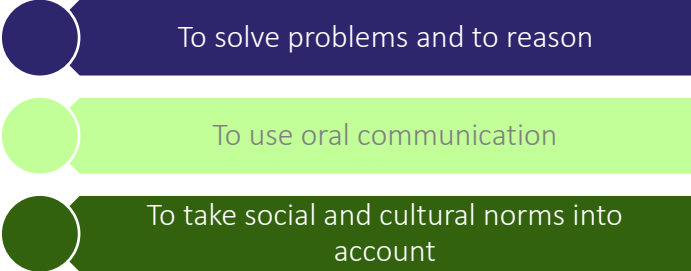
- Step 3: The groups have to research, using the internet, how much the ingredients for their dish will cost.
- Step 4: Each group will have to readapt, if necessary, the dish they had planned to prepare in order to respect the allocated budget.
- Step 5: The groups will draw up a shopping list with everything they need to prepare the dish.
- **15 minutes: Short break.**
- **60 minutes: Brief presentation of their plan by each group to the other participants.**
 - Step 1: Participants will create a shopping list presentation, using pictures of everything they will need.
 - Step 2: Each group will present its planning and its visual shopping list orally to the other groups.
 - Step 3: There will be a round of constructive feedback between all participants to help each other and incorporate proposed improvements or alternatives.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 4	
Activity name	<i>Material organisation: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To solve problems and to reason  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>Planning and shopping list from the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's shopping time. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group is responsible for purchasing and organising the necessary ingredients and materials according to the shopping list and budget. – 50 minutes: How to deal with problems. <ul style="list-style-type: none"> ○ Step 1: Once back at the training venue, a round of consultations takes place in which each group discusses the problems they have encountered, for example, the lack of an ingredient. 	

- Step 2: If they have indeed faced any unforeseen events, how have they dealt with them?
- Step 3: In the event that they found everything they needed, participants have to perform and reflect on shortcomings in a role play.
- **15 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 5	
Activity name	<i>Working on the results: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To solve problems and to reason  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>List of ingredients purchased in the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's cooking time! <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups divide the tasks as efficiently as possible, as they have 90 minutes to finish the dish. ○ Step 3: They cook the chosen dish and plate it. – 15 minutes: Short break. – 30 minutes: It's time to taste! <ul style="list-style-type: none"> ○ Step 1: All groups taste the dishes that have been cooked. ○ Step 2: All groups say something positive about each dish. 	

- Step 3: Did problems arise during the cooking? Let's look for solutions together!
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**







Activity Nr. 6	
Activity name	<i>Guided reflection and suggestions to improve: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	 <ul style="list-style-type: none"> To solve problems and to reason To use oral communication To take social and cultural norms into account
Materials	<i>Pens, pencils, markers, paper, flipchart</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 40 minutes: Your successes. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group sits in a circle to begin a round of reflection. ○ Step 3: Participants are asked to think about the successes they have had in this first cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. ○ Step 4: Conclude this round by discussing what each participant is proud of after this cycle, and finally list the strengths of the group. – 40 minutes: Your failures. <ul style="list-style-type: none"> ○ Step 1: Seated as they were, participants are asked to think about the failures they have had in this first cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. 	

- Step 2: Conclude this round by discussing what each participant regrets after this cycle, and finally list the weaknesses of the group.
- **15 minutes: Short break.**
- **40 minutes: Your potential.**
 - Step 1: Seated as they were, participants are asked to think about what they would do differently and how they would work as a group after going through this cycle and analysing their strengths and weaknesses. This is followed by a discussion around their answers.
 - Step 2: Conclude this round by discussing what each participant has learnt after this cycle, and finally list the improvements that the group would make.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the cycle 1.**

Cycle 2

Learning Activities









Activity Nr. 7

Activity name	<i>Preparation and decision finding: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To use oral communication  To develop reading skills  To use digital resources
Materials	<p><i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i></p> <p><i>12 balloons of 3 different colours (4 for each colour)</i></p>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Designing a 3-course menu with seasonal ingredients: a starter, a main course and a dessert. 	






- Step 1: Participants are divided into 2 groups of 6 people.
- Step 2: The groups have to research possible recipes using the internet, and what ingredients they would need.
- Step 3: Each group will have to decide on a menu made with seasonal ingredients, consisting of a starter, a main course and a dessert.
- **15 minutes: Short break.**
- **20 minutes: Brief presentation of the seasonal menu by each group to the other participants. If possible, combine the oral presentation with a short PowerPoint.**
- **60 minutes: Discussion and reflection on personal participation and satisfaction with outcomes.**
 - **Discussion:**
 - Step 1: The trainer brings 12 balloons, one per person, so that there are 4 balloons of 3 different colours.
 - Step 2: The trainer gives the balloons to the participants, ask them to blow them up and release them in the middle of the room.
 - Step 3: The trainer plays music while the participants walk around the room and stops it after a while.
 - Step 4: Each participant takes a balloon and regroups with other participants who have the same colour balloon.
 - Step 5: In those groups, participants are asked to answer a series of questions:
 - Are you satisfied with what your group wants to create?
 - Are you sure it will be possible with the budget you have?
 - Do you feel the level of difficulty has increased compared to the first cycle?
 - Does being in a new group with different people add to the difficulty?
 - Step 6: The group of 12 participants is brought together and a general reflection and discussion takes place.
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.

- Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.






6. 10 minutes: Answering open questions and wrap up of the session.

Activity Nr. 8	
Activity name	<i>Preparation and material organisation: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication  To develop reading skills  To use written communication  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Planning how to cook a seasonal menu. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups receive the total budget available to them, as well as information about the equipment and space at their disposal. 	

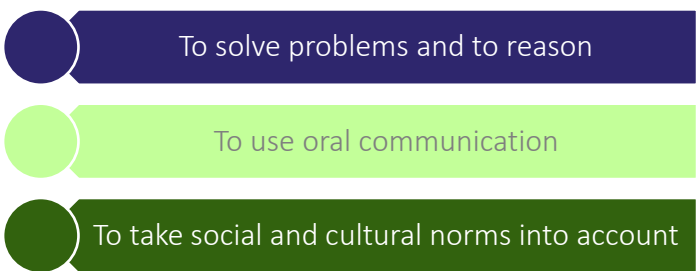
- Step 3: The groups have to research, using the internet, how much the food (that they will prepare) on their menu will cost. Remember that the menu must consist of a starter, a main course and a dessert.
- Step 4: Each group will have to readapt, if necessary, the menu they had planned to prepare in order to respect the allocated budget.
- Step 5: The groups will draw up a shopping list with everything they need to prepare the menu.
- **15 minutes: Short break.**
- **60 minutes: Brief presentation of their plan by each group to the other participants.**
 - Step 1: Participants will create a shopping list presentation, using pictures of everything they will need.
 - Step 2: Each group will present its planning and its visual shopping list orally to the other groups.
 - Step 3: There will be a round of constructive feedback between all participants to help each other and incorporate proposed improvements.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 9	
Activity name	<i>Material organisation: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To solve problems and to reason  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>Planning and shopping list from the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's shopping time. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group is responsible for purchasing and organising the necessary ingredients and materials according to the shopping list and budget. – 50 minutes: How to deal with problems. <ul style="list-style-type: none"> ○ Step 1: Once back at the training venue, a round of consultations takes place in which each group discusses the problems they have encountered, for example, the lack of an ingredient. 	

- Step 2: If they have indeed faced any unforeseen events, how have they dealt with them?
- Step 3: In the event that they found everything they needed, participants have to perform and reflect on shortcomings in a role play.
- **15 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 10	
Activity name	<i>Working on the results: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To solve problems and to reason  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>List of ingredients purchased in the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's cooking time! <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups divide the tasks as efficiently as possible, as they have 90 minutes to finish the dish. ○ Step 3: They cook the chosen menu and plate the dishes. – 15 minutes: Short break. – 30 minutes: It's time to taste! <ul style="list-style-type: none"> ○ Step 1: All groups taste the menus that have been cooked. ○ Step 2: All groups say something positive about each menu. ○ Step 3: Did problems arise during the cooking? Let's look for solutions together! 	

- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**







Activity Nr. 11	
Activity name	<i>Guided reflection and suggestions to improve: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	 <ul style="list-style-type: none"> To solve problems and to reason To use oral communication To take social and cultural norms into account
Materials	<i>Pens, pencils, markers, paper, flipchart</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 40 minutes: Your successes. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group sits in a circle to begin the round of reflection. ○ Step 3: Participants are asked to think about the successes they have had in this second cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. ○ Step 4: Conclude this round by discussing what each participant is proud of after this cycle, and finally list the strengths of the group. – 40 minutes: Your failures. <ul style="list-style-type: none"> ○ Step 1: Seated as they were, participants are asked to think about the failures they have had in this second cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. 	

- Step 2: Conclude this round by discussing what each participant regrets after this cycle, and finally list the weaknesses of the group.
- **15 minutes: Short break.**
- **40 minutes: Your potential.**
 - Step 1: Seated as they were, participants are asked to think about what they would do differently and how they would work as a group after going through this cycle and analysing their strengths and weaknesses. This is followed by a discussion around their answers.
 - Step 2: Conclude this round by discussing what each participant has learnt after this cycle, and finally list the improvements that the group would make.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the cycle 2.**

Cycle 3

Learning Activities









Activity Nr. 12

Activity name	<i>Preparation and decision finding: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To use oral communication  To develop reading skills  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>






Description

- **15 minutes:** Presentation of training schedule for the day and review of the previous session.
- **60 minutes:** Designing a one-course menu for a cooking competition.
 - Step 1: Participants, individually, have to research possible recipes using the internet, and what ingredients they would need.
 - Step 2: Each participant will have to decide on a one-course menu for a cooking competition. It cannot be a dish that has been cooked in the previous cycles.






- **15 minutes: Short break.**
- **20 minutes: Brief presentation of the one-course menu by each participant to the others. If possible, combine the oral presentation with a short PowerPoint.**
- **60 minutes: Discussion and reflection on personal participation and satisfaction with outcomes.**
 - **Discussion:**
 - Step 1: The trainer brings 12 balloons, one per person, so that there are 4 balloons of 3 different colours.
 - Step 2: The trainer gives the balloons to the participants, ask them to blow them up and release them in the middle of the room.
 - Step 3: The trainer plays music while the participants walk around the room and stops it after a while.
 - Step 4: Each participant takes a balloon and regroups with other participants who have the same colour balloon.
 - Step 5: In those groups, participants are asked to answer a series of questions:
 - Are you satisfied with what you want to create?
 - Are you sure it will be possible with the budget you have?
 - Do you feel the level of difficulty has increased compared to the first and second cycles?
 - Does being on your own add to the difficulty?
 - Step 6: The group of 12 participants is brought together and a general reflection and discussion takes place.
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 13	
Activity name	<i>Preparation and material organisation: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication  To develop reading skills  To use written communication  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Planning how to prepare a one-course menu for a cooking competition. <ul style="list-style-type: none"> ○ Step 1: Participants, individually, receive the total budget available to them (same for all), as well as information about the equipment and space at their disposal. 	






- Step 2: Participants have to research, using the internet, how much the food of their dish will cost.
- Step 3: Each participant will have to readapt, if necessary, the menu he/she had planned to prepare in order to respect the allocated budget.
- Step 4: Each participant will draw up a shopping list with everything he/she needs to prepare the dish.
- **15 minutes: Short break.**
- **60 minutes: Brief presentation of his/her plan by each participant to the others.**
 - Step 1: Participants, individually, will create a shopping list presentation, using pictures of everything they will need.
 - Step 2: Each participant will present his/her plan and his/her visual shopping list orally to the other participants.
 - Step 3: There will be a round of constructive feedback between all participants to help each other and incorporate proposed improvements.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

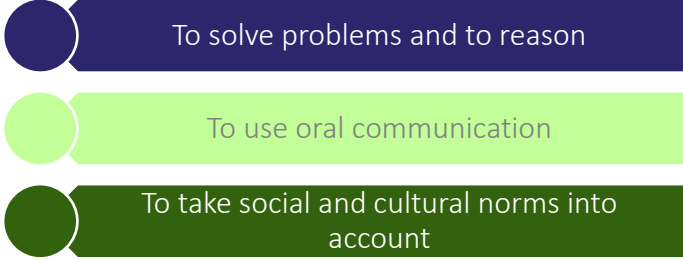
Activity Nr. 14	
Activity name	<i>Material organisation: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To solve problems and to reason  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>Planning and shopping list from the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's shopping time. <ul style="list-style-type: none"> ○ Step 1: Each participant is responsible for purchasing and organising the necessary ingredients and materials according to the shopping list and budget. – 50 minutes: How to deal with problems. <ul style="list-style-type: none"> ○ Step 1: Once back at the training venue, a round of consultations takes place in which each participant discusses the problems he/she has encountered, for example, the lack of an ingredient. ○ Step 2: If they have indeed faced any unforeseen events, how have they dealt with them? 	

- Step 3: In the event that they found everything they needed, participants have to perform and reflect on shortcomings in a role play.
- **15 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 15	
Activity name	<i>Working on the results: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To solve problems and to reason  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>List of ingredients purchased in the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's cooking time! <ul style="list-style-type: none"> ○ Step 1: Each participant has 90 minutes to finish and plate the dish. – 15 minutes: Short break. – 30 minutes: It's time to taste! <ul style="list-style-type: none"> ○ Step 1: Participants taste all the dishes that have been prepared. ○ Step 2: All participants say something positive about each dish. ○ Step 3: Did problems arise during the cooking? Let's look for solutions together! – 20 minutes: Reflection on personal participation and satisfaction with outcomes. <ul style="list-style-type: none"> ○ Personal participation: 	

- Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
- Step 2: Next to the thumb he/she has to write what he/she liked.
- Step 3: Next to the index finger he/she has to write what he/she would like to point out.
- Step 4: Next to the middle finger he/she has to write what he/she did not like.
- Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
- Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 16	
Activity name	<i>Additional session</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Individuals who have not completed the previous activity in due time and form</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To solve problems and to reason  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>List of ingredients purchased in the previous session</i> <i>Paper, pens</i>
Description	
<p>The participants, individually, have to complete the steps that they did not have time to finish in the previous activity.</p>	


Activity Nr. 17	
Activity name	<i>Guided reflection and suggestions to improve: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	 <ul style="list-style-type: none"> To solve problems and to reason To use oral communication To take social and cultural norms into account
Materials	<i>Pens, pencils, markers, paper, flipchart</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 25 minutes: Your successes. <ul style="list-style-type: none"> ○ Step 1: Each participant, individually, has to think about the successes he/she has had in this third cycle. ○ Step 2: Then ask each participant to reflect carefully about what they are proud of after this cycle. – 25 minutes: Your failures. <ul style="list-style-type: none"> ○ Step 1: Each participant, individually, has to think about the failures he/she has had in this third cycle. ○ Step 2: Then ask each participant to reflect carefully about what they regret after this cycle. – 25 minutes: Your potential. <ul style="list-style-type: none"> ○ Step 1: Each participant, individually, has to think about what he/she would do differently and how he/she would work after going through this cycle and analysing his/her strengths and weaknesses. 	

- Step 2: Then ask each participant to reflect carefully about what he/she has learnt after this cycle, and to list the improvements that he/she would make.
- **15 minutes: Short break.**
- **45 minutes: Your presentation.**
 - Step 1: All participants are asked to sit in a circle.
 - Step 2: A round is opened in which each participant, orally, will present their strengths, weaknesses and strengths and potential to the others.
 - Step 3: Finally, a discussion is encouraged among the participants to reach their conclusions.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- 8. 10 minutes: Answering open questions and wrap up of the cycle 3.**

Group coaching

Learning Activities

Activity Nr. 18

Activity name	<i>Group support on reflective skills</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>4 hours</i>
Nr. of participants	<i>Those who need or want to have specific support in the field of reflective skills</i>
Learning objectives	
Materials	<i>A piece of news, internet access, computer or smartphone, paper, pens, pencils, flipcharts</i>

Description

- **20 minutes: Presentation of training schedule for the day and review of the previous activities related to these skills.**
- **85 minutes: Role play scenario.**
 - Step 1: Divide the participants into 2 groups.
 - Step 2: Each group will have to pose a problem and prepare a role play scenario related to the work that has been done during the workshop for the other group to act out (e.g., a dissatisfied diner in a restaurant).
 - Step 3: In turn, each group will act out their role play scenario, which will only be successful if the set-out problem is satisfactory solved.
 - Step 4: A round of reflection and feedback takes place in which the two groups put themselves in the role of the other group and tell how they would have acted in response to the problem they proposed.
- **15 minutes: Short break.**

– **85 minutes: Get informed!**

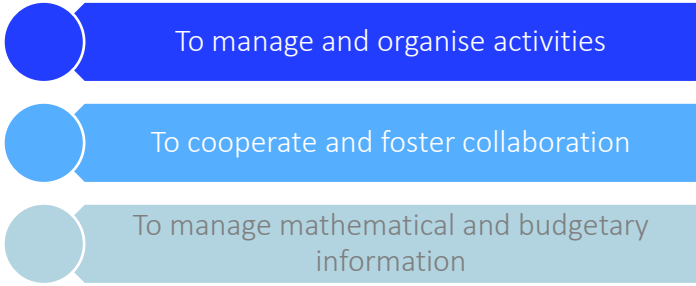
- Step 1: Participants are divided into the groups from the previous activity.
- Step 2: Each group searches for a news article (they can be true or false) for the other group to investigate.
- Step 3: Each group has to get to a conclusion after searching for reasons against and reasons for the truthfulness of the news article.
- Step 4: Then, each group will develop effective methods to research and detect if a news article is true or false.
- Step 5: Each group explains to the rest their findings and their final conclusion. In their explanation they should explain how they got to this conclusion: What did they think at the beginning? What evidence did they find for their conclusion? Is there any evidence against this?
- Step 6: After each group have stated their final conclusion and their reasons for and against, there will be a positive debate between the large group.

– **20 minutes: Reflection on personal participation and satisfaction with outcomes.**

○ **Personal participation:**

- Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
- Step 2: Next to the thumb he/she has to write what he/she liked.
- Step 3: Next to the index finger he/she has to write what he/she would like to point out.
- Step 4: Next to the middle finger he/she has to write what he/she did not like.
- Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
- Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.

15 minutes: Answering open questions and wrap up of the session.

Activity Nr. 19	
Activity name	<i>Group support on organising activities</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>7 hours</i>
Nr. of participants	<i>Those who need or want to have specific support in the field of skills related to organising activities</i>
Learning objectives	 <ul style="list-style-type: none"> To manage and organise activities To cooperate and foster collaboration To manage mathematical and budgetary information
Materials	<i>Flipboard, pens, colour pencils, provided templates (or they can create their own), eggs, cardboard tubes, boxes, scrap paper, cotton balls, rubber bands, tape, glue, popsicle sticks, straws, smartphone or computer with internet connection, measuring tape</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous activities related to these skills. – 80 minutes: Role play scenario. <ul style="list-style-type: none"> ○ Step 1: Divide the participants into 2 groups. ○ Step 2: One group will act as a catering company, and the other group will act as a company that wants to contract its services. ○ Step 3: The group representing the catering company will have to prepare an oral presentation that can be accompanied by information, graphics and/or images on a flipboard, informing about the professionals they have, the experience they have, how much their services would cost, etc. All members of the group have to participate by presenting their role in the catering company. ○ Step 4: The group representing the contracting company will have to act as if they were interviewers doing a round of interviews to decide which company to 	

- contract, so they will have to ask questions to the catering company about their services, costs, etc., as well as inform about the budget they have.
- Step 5: The contracting company and the catering company have to come to an agreement.
 - Step 6: A round of reflection and feedback takes place to exchange views on the purpose of this activity and what they have learned.
- **15 minutes: Short break.**
- **80 minutes: Let's get organised!**
- Step 1: Participants are divided into the groups from the previous activity.
 - Step 2: Both groups separately have to put themselves in the role of a catering company that has to organise 2 menus for 2 events that will take place on Saturday, one for lunch and one for dinner. In the first event there are 25 people, 2 of whom are lactose intolerant; in the second, on the other hand, there are 15 people, one of whom is gluten intolerant.
 - Step 3: They have to plan a complete menu for both events, taking into account the above and the seasonal ingredients.
 - Step 4: Once the menu has been designed, taking into consideration the data available on the events and recalling the steps followed in the previous cycles, they have to enumerate tasks that are needed to do during their week, and distribute them in a sensible way throughout the days and the week, always taking into account the degree of importance and urgency of each task and the time they estimate each task will take. To do this, they can use the provided templates.
 - Step 5: They will present their plan to the other group.
- **15 minutes: Short break.**
- **80 minutes: Let's cooperate!**
- Step 1: Participants are divided into the groups from the previous activity.
 - Step 2: Each group will be provided with the following materials → 1 egg each, cardboard tubes, boxes, scrap paper, cotton balls, rubber bands, tape, glue, popsicle sticks and straws.
 - Step 3: Using only the materials listed in the previous step, each group has to create a container or structure to protect the egg from breaking.
 - Step 4: Each group has to drop their container/structure with the egg in it from the same height (about 3 metres).
 - Step 5: Both groups meet in a circle and discuss the results of the activity, whether it worked or not, what it was like to work in a group, what were the benefits or difficulties of working together as a team, etc.
- **20 minutes: Short break.**
- **80 minutes: Let's do some maths!**

- Step 1: Participants are divided into the groups from the previous activity.
- Step 2: Each group has to find 3 recipes, one for a starter, one for a main course and one for a dessert.
- Step 3: A recipe usually contains the quantities for 2 or 4 persons. Both groups have to calculate, however, the quantities of the starter for 15 people, the quantities of the main course for 20 people and the quantities of the dessert for 25 people.
- Step 4: Assuming they had 500 euros to prepare the meal for the 60 guests in the previous step, they have to calculate according to market prices or a supermarket of their choice, how much the ingredients they have needed for their menu cost.
- Step 5: The two groups gather in a circle and discuss the results. Was there too much money? Was there too little money? How could the budget be readjusted to balance it?
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.

15 minutes: Answering open questions and wrap up of the session.

Sources

Let's cooperate! [Drop the egg](#)

Activity Nr. 20	
Activity name	<i>Group support on language skills</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>7 hours</i>
Nr. of participants	<i>Those who need or want to have specific support in the field of language skills</i>
Learning objectives	<ul style="list-style-type: none"> <input type="checkbox"/> To use oral communication <input type="checkbox"/> To develop reading skills <input type="checkbox"/> To use written communication <input type="checkbox"/> To use digital resources <input type="checkbox"/> To be aware of social and cultural norms
Materials	<i>Chairs, water, glass, bread, pens, paper, reading material</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous activities related to these skills. – 80 minutes: Role play scenario. <ul style="list-style-type: none"> ○ Step 1: Divide the participants into 2 groups. ○ Step 2: One group will stay in the room and another will go outside. The group that stays inside will take on the role of the inhabitants of Albatros Island, and the group that goes outside will take on the role of tourists arriving on the island. ○ Step 3: The trainer gives the group representing the inhabitants of Albatros the following information: “In the Albatros culture the ground is considered sacred. In the social hierarchy women are above men, they are considered sacred, so only women can touch the sacred ground barefoot. Men, on the other hand, cannot touch what comes from the earth, so men are fed by women, who can 	

touch the food and water. Women kneel next to the leader because women are the only ones who can be in contact with the sacred earth. The inhabitants of Albatros do not speak, but the sound ‘Shhh’ is a sign to indicate improper behaviour, ‘Mmmh’ is a positive sign of proper behaviour, and clicking the tongue is an indication to order something to be done”.

- Step 3: The group representing the inhabitants of Albatros divides up the roles, there will be one man as leader, who will sit on a chair, the rest of the men will stand close to him and the women will sit on the floor.
 - Step 4: Then the group that remained outside will enter and, without knowing all the information that has been provided to the group that remained inside, they encounter the scene.
 - Step 5: One of the native women indicates without speaking that the male tourists should sit on the chairs and the women on the floor; likewise, a native woman offers water to the tourists by holding the glass to males and handing the glass to females to drink alone, and the same process is repeated with the bread; finally, some natives choose the female tourist with the largest feet and indicate her to sit on the floor next to the leader.
 - Step 6: Once the scene is over, all participants gather in a circle and a round of reflection begins. What has happened? How do the men feel? And the women? What are their observations?
 - Step 7: After this, the trainers explain how the Albatros culture works and another round of reflection begins. Did anyone feel discriminated against? Can we judge other cultures? Do we like to take into consideration other social norms than our own?
- **15 minutes: Short break.**
 - **80 minutes: Let's read!**
 - Step 1: Participants are divided into 3 groups of 4 people.
 - Step 2: The trainer gives a text to read to each group (it can be the same one), preferably related to the theme of the workshop.
 - Step 3: To begin with, participant 1 reads aloud the first piece of text. When he/she has finished, participant 2 has to explain or summarise the reading. Participants 3 and 4 are responsible for assessing participant 2's contribution and correcting it, if necessary. In the next turn, participant 2 reads the next piece of text aloud, participant 3 summarises or explains what he/she has just said, and participants 4 and 1 correct or complete it, and so on until the text is finished and read by all.
 - Step 4: The whole group gathers for a round of reflection. Was it easy or difficult? Were there problems with reading comprehension? Did we pay enough attention when reading or listening to others?

- **15 minutes: Short break.**
- **80 minutes: Let's write!**
 - Step 1: Participants are divided into the groups from the previous activity.
 - Step 2: Participants will practise collaborative writing by writing a story related to the theme of the workshop as a group. To do so, participant 1 will start by narrating the first part, while participant 2 will write; then participant 2 will continue with the narration and participant 3 will be in charge of writing, and so on.
 - Step 3: Once the story is finished, each group will have to check the text to make sure that it is written correctly and that the story makes some sense and flows.
 - Step 4: The whole group gathers for a round of reflection. Was it easy or difficult? Were there problems in writing what was being narrated, and was it possible for their collaborative texts to be coherent?
- **20 minutes: Short break.**
- **80 minutes: Let's go to the stage!**
 - Step 1: Participants are given a few minutes to prepare a 5-minute speech about their time at the workshop.
 - Step 2: Each participant, individually, will tell their story orally in front of the whole group, while the group practises active listening.
 - Step 3: A final round of reflection is opened and participants can ask each other questions about their interventions.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.

15 minutes: Answering open questions and wrap up of the session.


Sources

Role play scenario: [Albatros Culture](#); Let's read! [Shared reading](#)

Individual coaching

Learning Activities

Activity Nr. 21 + 22 + 23

Activity name	<i>Professional orientation</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>Total up to 2 hours per participant, in total 20 hours per organisation</i>
Nr. of participants	<i>Participants who, on an individual basis, are in need of professional orientation</i>
Learning objectives	
Materials	<i>Internet-connected device, sheets of paper, pens</i>

Description

The trainer should assess the needs of each participant individually, so that at the end of the activity they know how to do the following:

- To write a curriculum.
- To write a motivation letter.
- To prepare for a job interview.
- To find out about possibilities for further training and vocational qualification.
- To navigate job search portals.

Closure

Learning Activities

Activity Nr. 24

Activity name	<i>End-of-training celebration</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>1 hour</i>
Nr. of participants	<i>12 participants</i>
Learning objectives	-
Materials	-

Description

- 5 minutes: Welcome.
- 40 minutes: Speech time.
 - o *Participants talk about what the training has meant to them and take the opportunity to say goodbye.*
- 15 minutes: Farewell.

Area 2: Small wooden constructions

Learning Activities

Activity Nr. 1

Activity name	<i>Introduction to this course</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants</i>
Learning objectives	<ul style="list-style-type: none"> • <i>To know what this training is about: its objectives, its methods and its impact</i> • <i>To get to know each other</i> • <i>To create a sense of belonging</i>
Materials	<p><i>A ball</i></p> <p><i>Short PowerPoint presentation with project information.</i></p> <p><i>Short PowerPoint presentation with conditions for participation and formal requirements</i></p> <p><i>Short PowerPoint presentation with the list of trainings and workplaces suitable after the workshops</i></p> <p><i>Pens, pencils, markers, paper, flipchart, post-its</i></p>
Description	
<ul style="list-style-type: none"> – 15 minutes: Welcome and presentation of training schedule for the day. – 20 minutes: Welcome exercise → Chain name. <ul style="list-style-type: none"> ○ Step 1: The trainer makes a circle with all participants. ○ Step 2: The trainer picks up a ball, says his/her name and passes the ball to the person on his/her right. ○ Step 3: This person has to repeat the trainer's name and say his/her own name, and pass the ball to the next person. ○ Step 4: The next person says his/her name and the name of the previous 2 people, and so on. 	

- Step 5: To start to create a group feeling, the trainer can suggest that they help each other with the names they don't remember.
- Step 6: Once everyone has said their name, and the ball has come back to the trainer, the trainer will throw the ball randomly to a trainee, who will have to say his/her name and the name of the person who threw the ball.
- Step 7: The trainee throws the ball to another person to continue the activity until everyone has done it.
- **30 minutes: Brief presentation of the project by the trainer with a PowerPoint → what is the project about, what are its objectives, how will they be achieved, what will be its impact.**
- **15 minutes: Short break.**
- **20 minutes: Brief presentation by the trainer with a PowerPoint → conditions for participation and formal requirements.**
- **50 minutes: Practical activity to become aware of one's own skills → Skills Tree.**
 - Step 1: Participants are asked to think of a learning experience they have had, either through formal education or life experiences that have made an impact on them, and to take a few minutes to think about it.
 - Step 2: Participants individually make a list of what that experience has meant to them, what they have learned and what new skills they have acquired because of it.
 - Step 3: They then take a piece of paper and draw a tree with as many branches as skills and things they have learnt.
 - Step 4: Once they have done this, they stick coloured post-its with these notes on each branch, or draw a picture representing each branch. They have now created their *Skills Tree*.
 - Step 5: Finally, they explain out loud their acquired learning and skills, so that everyone knows a bit of their background.
- **15 minutes: Brief presentation by the trainer with a Power Point → list of trainings and workplaces suitable after the workshops.**
- **15 minutes: Answering open questions and evaluation of the day.**
 - Step 1: There are several corners in the room:
 - A suitcase (drawn on flipchart paper) hanging/standing in one corner asking for "I am taking this home".
 - A big question mark in another corner saying "Questions left unanswered".
 - A light bulb in another corner saying "Ideas, suggestions...".
 - A trash can in another corner saying "I am leaving this here".
 - Step 2: The participants are asked to think about these things, then note down their answers on the papers.

- Step 3: The trainer will take post-its and read them out loud to start a discussion among everyone.







Sources

Evaluation activity: [Toolbox — For Training and Youth Work](#)

Cycle 1

Learning Activities









Activity Nr. 2

Activity name	<i>Preparation and decision finding: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To use oral communication  To develop reading skills  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>






Description

- **15 minutes: Presentation of training schedule for the day and review of the previous session.**
- **60 minutes: Designing a simple wooden construction.**
 - Step 1: Participants are divided into 3 small groups of 4 people.
 - Step 2: The groups have to research, using the internet, what small wooden constructions they can make given their knowledge and skills and what they will need for this.
 - Step 3: Each group will have to agree and decide what to build.






- **15 minutes: Short break.**
- **20 minutes: Brief presentation of the selected wooden construction by each group to the other participants. If possible, combine the oral presentation with a short PowerPoint.**
- **60 minutes: Discussion and reflection on personal participation and satisfaction with outcomes.**
 - **Discussion:**
 - Step 1: We ask the group of 12 participants to draw a living room of a house with many different elements, as many as they want (couch, bookshelf, carpet, etc.).
 - Step 2: Each participant has a post-it note with their name on it and can place it in a symbolic place in the drawing, representative of their impression of the day, e.g., in a couch because they are comfortable with training, etc.
 - Step 3: Thus, the group reflection starts and everyone shares the reason for their choice.
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 3	
Activity name	<i>Preparation and material organisation: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication  To develop reading skills  To use written communication  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Planning how to build the small wooden construction. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups receive the total budget available to them, as well as information about the equipment and space at their disposal. 	

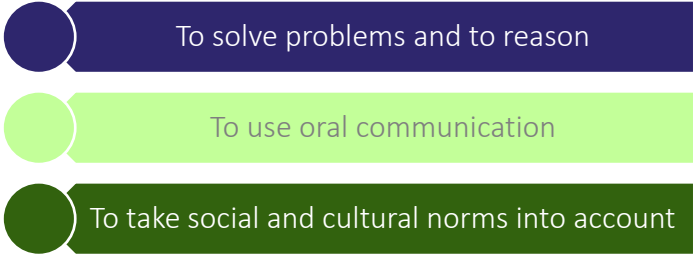
- Step 3: The groups have to research, using the internet, how much the tools and materials they need to construct will cost.
- Step 4: Each group will have to readapt, if necessary, the small construction they had planned to prepare in order to respect the allocated budget.
- Step 5: The groups will draw up a shopping list with everything they need to prepare the construction.
- **15 minutes: Short break.**
- **60 minutes: Brief presentation of their plan by each group to the other participants.**
 - Step 1: Participants will create a shopping list presentation, using pictures of everything they will need.
 - Step 2: Each group will present their planning and their visual shopping list orally to the other groups.
 - Step 3: There will be a round of constructive feedback between all participants to help each other and incorporate proposed improvements or alternatives.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 4	
Activity name	<i>Material organisation: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To solve problems and to reason  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>Planning and shopping list from the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's shopping time. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group is responsible for purchasing and organising the necessary tools and materials according to the shopping list and budget. – 50 minutes: How to deal with problems. <ul style="list-style-type: none"> ○ Step 1: Once back at the training venue, a round of consultations takes place in which each group discusses the problems they have encountered, for example, the lack of a tool. ○ Step 2: If they have indeed faced any unforeseen events, how have they dealt with them? 	

- Step 3: In the event that they found everything they needed, participants have to perform and reflect on shortcomings in a role play.
- **15 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger you he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 5	
Activity name	<i>Working on the results: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To solve problems and to reason  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>List of tools and material purchased in the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's building time! <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups divide the tasks as efficiently as possible, as they have 90 minutes to finish the small construction. ○ Step 3: They build the chosen wooden construction and tidy up. – 15 minutes: Short break. – 30 minutes: It's time for inspection! <ul style="list-style-type: none"> ○ Step 1: All groups assess each other's small constructions to see which is best built. 	

- Step 2: All groups say something positive about each small construction.
- Step 3: Did problems arise during the building? Let's look for solutions together!
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**







Activity Nr. 6	
Activity name	<i>Guided reflection and suggestions to improve: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	 <ul style="list-style-type: none"> To solve problems and to reason To use oral communication To take social and cultural norms into account
Materials	<i>Pens, pencils, markers, paper, flipchart</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 40 minutes: Your successes. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group sits in a circle to begin a round of reflection. ○ Step 3: Participants are asked to think about the successes they have had in this first cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. ○ Step 4: Conclude this round by discussing what each participant is proud of after this cycle, and finally list the strengths of the group. – 40 minutes: Your failures. <ul style="list-style-type: none"> ○ Step 1: Seated as they were, participants are asked to think about the failures they have had in this first cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. ○ Step 2: Conclude this round by discussing what each participant regrets after this cycle, and finally list the weaknesses of the group. – 15 minutes: Short break. 	

- **40 minutes: Your potential.**
 - Step 1: Seated as they were, participants are asked to think about what they would do differently and how they would work as a group through this cycle after analysing their strengths and weaknesses. This is followed by a discussion around their answers.
 - Step 2: Conclude this round by discussing what each participant has learnt after this cycle, and finally list the improvements that the group would make.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the cycle 1.**

Cycle 2

Learning Activities

Activity Nr. 7









Activity name	<i>Preparation and decision finding: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To use oral communication  To develop reading skills  To use digital resources
Materials	<p><i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i></p> <p><i>12 balloons of 3 different colours (4 for each colour)</i></p>

Description






- **15 minutes:** Presentation of training schedule for the day and review of the previous session.
- **60 minutes:** Designing a challenging construction.
 - Step 1: Participants are divided into 2 groups of 6 people.

- Step 2: The groups have to research possible wooden constructions using the internet, and what tools and materials they would need. They have to go one step further than in the previous cycle, so the small wooden construction has to be more complex. For example, a jewellery box with different compartments or a small chest of drawers.
- Step 3: Each group will have to decide on a wooden construction.
- **15 minutes: Short break.**
- **20 minutes: Brief presentation of the challenging small wooden construction by each group to the other participants. If possible, combine the oral presentation with a short PowerPoint.**
- **60 minutes: Discussion and reflection on personal participation and satisfaction with outcomes.**
 - **Discussion:**
 - Step 1: The trainer brings 12 balloons, one per person, so that there are 4 balloons of 3 different colours.
 - Step 2: The trainer gives the balloons to the participants, ask them to blow them up and release them in the middle of the room.
 - Step 3: The trainer plays music while the participants walk around the room and stops it after a while.
 - Step 4: Each participant takes a balloon and regroups with other participants who have the same colour balloon.
 - Step 5: In those groups, participants are asked to answer a series of questions:
 - Are you satisfied with what your group wants to create?
 - Are you sure it will be possible with the budget you have?
 - Do you feel the level of difficulty has increased compared to the first cycle?
 - Does being in a new group with different people add to the difficulty?
 - Step 6: The group of 12 participants is brought together and a general reflection and discussion takes place.
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.

- Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
- Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 8	
Activity name	<i>Preparation and material organisation: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication  To develop reading skills  To use written communication  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Planning how to build a challenging construction. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups receive the total budget available to them, as well as information about the equipment and space at their disposal. ○ Step 3: The groups have to research, using the internet, how much the tools and materials they need to construct will cost. 	

- Step 4: Each group will have to readapt, if necessary, the construction they had planned to build in order to respect the allocated budget.
- Step 5: The groups will draw up a shopping list with everything they need to prepare the menu.
- **15 minutes: Short break.**
- **60 minutes: Brief presentation of their plan by each group to the other participants.**
 - Step 1: Participants will create a shopping list presentation, using pictures of everything they will need.
 - Step 2: Each group will present their planning and their visual shopping list orally to the other groups.
 - Step 3: There will be a round of constructive feedback between all participants to help each other and incorporate proposed improvements.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 9	
Activity name	<i>Material organisation: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To solve problems and to reason  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>Planning and shopping list from the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's shopping time. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group is responsible for purchasing and organising the necessary tools and materials according to the shopping list and budget. – 50 minutes: How to deal with problems. <ul style="list-style-type: none"> ○ Step 1: Once back at the training venue, a round of consultations takes place in which each group discusses the problems they have encountered, for example, the lack of a tool. ○ Step 2: If they have indeed faced any unforeseen events, how have they dealt with them? 	

- Step 3: In the event that they found everything they needed, participants have to perform and reflect on shortcomings in a role play.
- **15 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 10	
Activity name	<i>Working on the results: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 15px; height: 15px; background-color: #4b2c82; border-radius: 50%; margin-right: 10px;"></div> <div style="background-color: #4b2c82; padding: 5px; border-radius: 10px;">To manage information and knowledge</div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 15px; height: 15px; background-color: #1a2b4a; border-radius: 50%; margin-right: 10px;"></div> <div style="background-color: #1a2b4a; padding: 5px; border-radius: 10px;">To solve problems and to reason</div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 15px; height: 15px; background-color: #3498db; border-radius: 50%; margin-right: 10px;"></div> <div style="background-color: #3498db; padding: 5px; border-radius: 10px;">To cooperate and foster collaboration</div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 15px; height: 15px; background-color: #aed681; border-radius: 50%; margin-right: 10px;"></div> <div style="background-color: #aed681; padding: 5px; border-radius: 10px;">To manage mathematical and budgetary information</div> </div> <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #27ae60; border-radius: 50%; margin-right: 10px;"></div> <div style="background-color: #27ae60; padding: 5px; border-radius: 10px;">To use oral communication</div> </div> </div>
Materials	<i>List of tools and materials purchased in the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's building time! <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups divide the tasks as efficiently as possible, as they have 90 minutes to finish the construction. ○ Step 3: They build the chosen wooden construction and tidy up. – 15 minutes: Short break. – 30 minutes: It's time for inspection! <ul style="list-style-type: none"> ○ Step 1: All groups assess each other's constructions to see which is best built. ○ Step 2: All groups say something positive about each construction. ○ Step 3: Did problems arise during the building? Let's look for solutions together! 	

- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**







Activity Nr. 11	
Activity name	<i>Guided reflection and suggestions to improve: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="display: flex; align-items: center; gap: 10px;"> <div style="width: 20px; height: 20px; background-color: #2c3e50; border-radius: 50%;"></div> <div style="background-color: #2c3e50; color: white; padding: 5px; border-radius: 10px;">To solve problems and to reason</div> </div> <div style="display: flex; align-items: center; gap: 10px;"> <div style="width: 20px; height: 20px; background-color: #90ee90; border-radius: 50%;"></div> <div style="background-color: #90ee90; color: white; padding: 5px; border-radius: 10px;">To use oral communication</div> </div> <div style="display: flex; align-items: center; gap: 10px;"> <div style="width: 20px; height: 20px; background-color: #2e7d32; border-radius: 50%;"></div> <div style="background-color: #2e7d32; color: white; padding: 5px; border-radius: 10px;">To take social and cultural norms into account</div> </div> </div>
Materials	<i>Pens, pencils, markers, paper, flipchart</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 40 minutes: Your successes. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group sits in a circle to begin a round of reflection. ○ Step 3: Participants are asked to think about the successes they have had in this second cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. ○ Step 4: Conclude this round by discussing what each participant is proud of after this cycle, and finally list the strengths of the group. – 40 minutes: Your failures. <ul style="list-style-type: none"> ○ Step 1: Seated as they were, participants are asked to think about the failures they have had in this second cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. ○ Step 2: Conclude this round by discussing what each participant regrets after this cycle, and finally list the weaknesses of the group. 	

- **15 minutes: Short break.**
- **40 minutes: Your potential.**
 - Step 1: Seated as they were, participants are asked to think about what they would do differently and how they would work as a group through this cycle after analysing their strengths and weaknesses. This is followed by a discussion around their answers.
 - Step 2: Conclude this round by discussing what each participant has learnt after this cycle, and finally list the improvements that the group would make.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the cycle 2.**

Cycle 3

Learning Activities









Activity Nr. 12

Activity name	<i>Preparation and decision finding: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To use oral communication  To develop reading skills  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>






Description

- **15 minutes:** Presentation of training schedule for the day and review of the previous session.
- **60 minutes:** Designing an adornment for a decoration competition.
 - Step 1: Participants, individually, have to research possible wooden adornments using the internet, and what tools and materials they would need.
 - Step 2: Each participant will have to decide on a wooden adornment for a decoration competition. It cannot be a small wooden construction that has been built in the previous cycles.

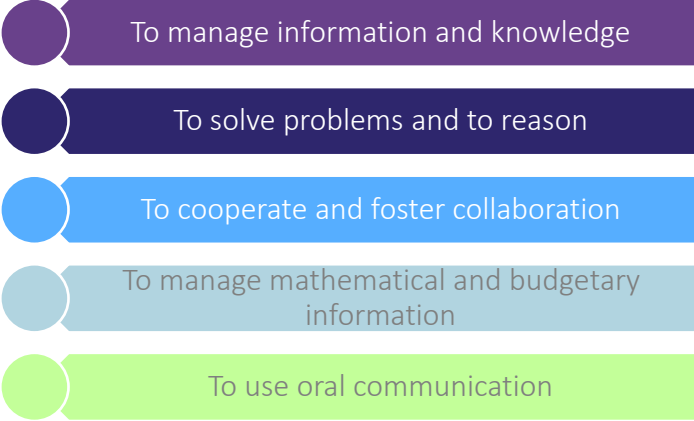
- **15 minutes: Short break.**
- **20 minutes: Brief presentation of the adornment by each participant to the others. If possible, combine the oral presentation with a short PowerPoint.**
- **60 minutes: Discussion and reflection on personal participation and satisfaction with outcomes.**
 - **Discussion:**
 - Step 1: The trainer brings 12 balloons, one per person, so that there are 4 balloons of 3 different colours.
 - Step 2: The trainer gives the balloons to the participants, ask them to blow them up and release them in the middle of the room.
 - Step 3: The trainer plays music while the participants walk around the room and stops it after a while.
 - Step 4: Each participant takes a balloon and regroups with other participants who have the same colour balloon.
 - Step 5: In those groups, participants are asked to answer a series of questions:
 - Are you satisfied with what you want to create?
 - Are you sure it will be possible with the budget you have?
 - Do you feel the level of difficulty has increased compared to the first and second cycles?
 - Does being on your own add to the difficulty?
 - Step 6: The group of 12 participants is brought together and a general reflection and discussion takes place.
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 13	
Activity name	<i>Preparation and material organisation: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication  To develop reading skills  To use written communication  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Planning how to prepare an adornment for a decoration competition. <ul style="list-style-type: none"> ○ Step 1: Participants, individually, receive the total budget available to them (same for all), as well as information about the equipment and space at their disposal. ○ Step 2: Participants have to research, using the internet, how much the tools and material they need to build will cost. 	






- Step 3: Each participant will have to readapt, if necessary, the adornment he/she had planned to build in order to respect the allocated budget.
- Step 4: Each participant will draw up a shopping list with everything he/she needs to build the adornment.
- **15 minutes: Short break.**
- **60 minutes: Brief presentation of his/her plan by each participant to the others.**
 - Step 1: Participants, individually, will create a shopping list presentation, using pictures of everything they will need.
 - Step 2: Each participant will present his/her plan and his/her visual shopping list orally to the other participants.
 - Step 3: There will be a round of constructive feedback between all participants to help each other and incorporate proposed improvements.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

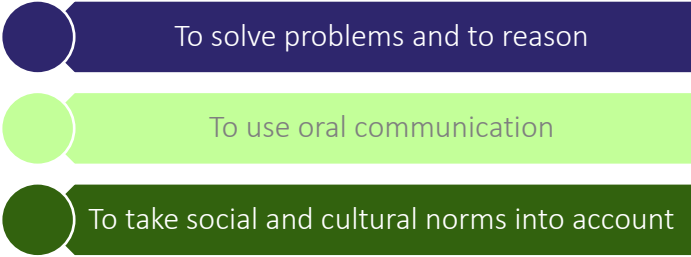
Activity Nr. 14	
Activity name	<i>Material organisation: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To solve problems and to reason  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>Planning and shopping list from the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's shopping time. <ul style="list-style-type: none"> ○ Step 1: Each participant is responsible for purchasing and organising the necessary tools and materials according to the shopping list and budget. – 50 minutes: How to deal with problems. <ul style="list-style-type: none"> ○ Step 1: Once back at the training venue, a round of consultations takes place in which each participant discusses the problems he/she has encountered, for example, the lack of a tool. ○ Step 2: If they have indeed faced any unforeseen events, how have they dealt with them? 	

- Step 3: In the event that they found everything they needed, participants have to perform and reflect on shortcomings in a role play.
- **15 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 15	
Activity name	<i>Working on the results: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	
Materials	<i>List of tools and material purchased in the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's building time! <ul style="list-style-type: none"> ○ Step 1: Each participant has 90 minutes to build his/her wooden adornment. – 15 minutes: Short break. – 30 minutes: It's time for inspection! <ul style="list-style-type: none"> ○ Step 1: All participants assess each other's adornments. ○ Step 2: All participants say something positive about each adornment. ○ Step 3: Did problems arise during the building? Let's look for solutions together! – 20 minutes: Reflection on personal participation and satisfaction with outcomes. <ul style="list-style-type: none"> ○ Personal participation: 	

- Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
- Step 2: Next to the thumb he/she has to write what he/she liked.
- Step 3: Next to the index finger he/she has to write what he/she would like to point out.
- Step 4: Next to the middle finger he/she has to write what he/she did not like.
- Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
- Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 16	
Activity name	<i>Additional session</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Individuals who have not completed the previous activity in due time and form</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To solve problems and to reason  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>List of tools and material purchased in the previous session</i> <i>Paper, pens</i>
Description	
<p>The participants, individually, have to complete the steps that they did not have time to finish in the previous activity.</p>	

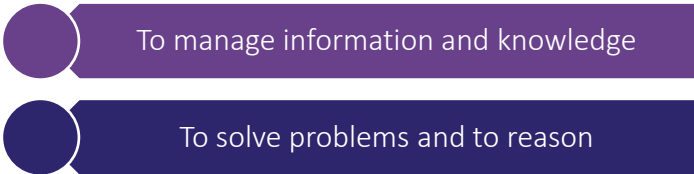
Activity Nr. 17	
Activity name	<i>Guided reflection and suggestions to improve: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	
Materials	<i>Pens, pencils, markers, paper, flipchart</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 25 minutes: Your successes. <ul style="list-style-type: none"> ○ Step 1: Each participant, individually, has to think about the successes he/she has had in this third cycle. ○ Step 2: Then ask each participant to reflect carefully about what they are proud of after this cycle. – 25 minutes: Your failures. <ul style="list-style-type: none"> ○ Step 1: Each participant, individually, has to think about the failures he/she has had in this third cycle. ○ Step 2: Then ask each participant to reflect carefully about what they regret after this cycle. – 25 minutes: Your potential. <ul style="list-style-type: none"> ○ Step 1: Each participant, individually, has to think about what he/she would do differently and how he/she would deal with the cycle he/she is ending after analysing his/her strengths and weaknesses. 	

- Step 2: Then ask each participant to reflect carefully about what he/she has learnt after this cycle, and to list the improvements that he/she would make.
- **15 minutes: Short break.**
- **45 minutes: Your presentation.**
 - Step 1: All participants are asked to sit in a circle.
 - Step 2: A round is opened in which each participant, orally, will present their strengths, weaknesses and strengths and potential to the others.
 - Step 3: Finally, a discussion is encouraged among the participants to reach their conclusions.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the cycle 3.**

Group coaching

Learning Activities

Activity Nr. 18

Activity name	<i>Group support on reflective skills</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>4 hours</i>
Nr. of participants	<i>Those who need or want to have specific support in the field of reflective skills</i>
Learning objectives	 <ul style="list-style-type: none"> To manage information and knowledge To solve problems and to reason
Materials	<i>A piece of news, internet access, computer or smartphone, paper, pens, pencils, flipcharts</i>

Description

- **20 minutes: Presentation of training schedule for the day and review of the previous activities related to these skills.**
- **85 minutes: Role play scenario.**
 - Step 1: Divide the participants into 2 groups.
 - Step 2: Each group will have to pose a problem and prepare a role play scenario related to the work that has been done during the workshop for the other group to act out (e.g., an order for Christmas decorations has arrived and they are one less member of the team than they had planned).
 - Step 3: In turn, each group will act out their role play scenario, which will only be successful if the set-out problem is satisfactory solved.
 - Step 4: A round of reflection and feedback takes place in which the two groups put themselves in the role of the other group and tell how they would have acted in response to the problem they proposed.
- **15 minutes: Short break.**

– **85 minutes: Get informed!**

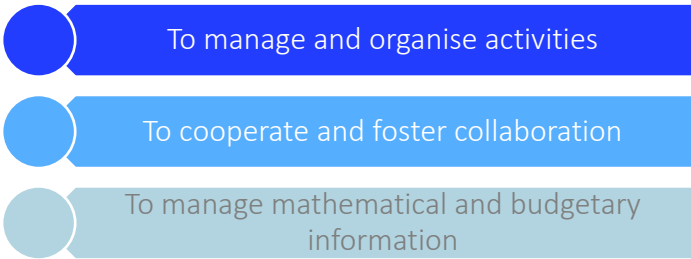
- Step 1: Participants are divided into the groups from the previous activity.
- Step 2: Each group searches for a news article (they can be true or false) for the other group to investigate.
- Step 3: Each group has to get to a conclusion after searching for reasons against and reasons for the truthfulness of the news article.
- Step 4: Then, each group will develop effective methods to research and detect if a news article is true or false.
- Step 5: Each group explains to the rest their findings and their final conclusion. In their explanation they should explain how they got to this conclusion: What did they think at the beginning? What evidence did they find for their conclusion? Is there any evidence against this?
- Step 6: After each group have stated their final conclusion and their reasons for and against, there will be a positive debate between the large group.

– **20 minutes: Reflection on personal participation and satisfaction with outcomes.**

○ **Personal participation:**

- Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
- Step 2: Next to the thumb he/she has to write what he/she liked.
- Step 3: Next to the index finger he/she has to write what he/she would like to point out.
- Step 4: Next to the middle finger he/she has to write what he/she did not like.
- Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
- Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.

15 minutes: Answering open questions and wrap up of the session.






Activity Nr. 19	
Activity name	<i>Group support on organising activities</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>7 hours</i>
Nr. of participants	<i>Those who need or want to have specific support in the field of skills related to organising activities</i>
Learning objectives	 <ul style="list-style-type: none"> To manage and organise activities To cooperate and foster collaboration To manage mathematical and budgetary information
Materials	<i>Flipboard, pens, colour pencils, provided templates (or they can create their own), eggs, cardboard tubes, boxes, scrap paper, cotton balls, rubber bands, tape, glue, popsicle sticks, straws, smartphone or computer with internet connection, measuring tape</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous activities related to these skills. – 80 minutes: Role play scenario. <ul style="list-style-type: none"> ○ Step 1: Divide the participants into 2 groups. ○ Step 2: One group will act as a small wooden decorations company, and the other group will act as a company that wants to contract its services. ○ Step 3: The group representing the decorations company will have to prepare an oral presentation that can be accompanied by information, graphics and/or images on a flipboard, informing about the professionals they have, the experience they have, how much their services would cost, etc. All members of the group have to participate by presenting their role in the decorations company. ○ Step 4: The group representing the contracting company will have to act as if they were interviewers doing a round of interviews to decide which company to 	

- contract, so they will have to ask questions to the decorations company about their services, costs, etc., as well as inform about the budget they have.
- Step 5: The contracting company and the decorations company have to come to an agreement.
 - Step 6: A round of reflection and feedback takes place to exchange views on the purpose of this activity and what they have learned.
- **15 minutes: Short break.**
- **80 minutes: Let's get organised!**
- Step 1: Participants are divided into the groups from the previous activity.
 - Step 2: Both groups separately have to put themselves in the role of a small wooden decorations company that has to decorate with handmade Christmas decorations 2 rooms for Christmas lunches of a multinational company, one on Friday and one on Saturday. In addition, they have to set up a stall of small wooden decorations as a detail at a wedding on Saturday afternoon.
 - Step 3: They have to plan how to prepare their groundwork and successfully complete their work for the 3 events.
 - Step 4: Taking into consideration the data available on the events and recalling the steps followed in the previous cycles, they have to enumerate tasks that are needed to do during their week, and distribute them in a sensible way throughout the days and the week, always taking into account the degree of importance and urgency of each task and the time they estimate each task will take. To do this, they can use the provided templates.
 - Step 5: They will present their plan to the other group.
- **15 minutes: Short break.**
- **80 minutes: Let's cooperate!**
- Step 1: Participants are divided into the groups from the previous activity.
 - Step 2: Each group will be provided with the following materials → 1 egg each, cardboard tubes, boxes, scrap paper, cotton balls, rubber bands, tape, glue, popsicle sticks and straws.
 - Step 3: Using only the materials listed in the previous step, each group has to create a container or structure to protect the egg from breaking.
 - Step 4: Each group has to drop their container/structure with the egg in it from the same height (about 3 metres).
 - Step 5: Both groups meet in a circle and discuss the results of the activity, whether it worked or not, what it was like to work in a group, what were the benefits or difficulties of working together as a team, etc.
- **20 minutes: Short break.**
- **80 minutes: Let's do some maths!**
- Step 1: Participants are divided into the groups from the previous activity.

- Step 2: Each group has to calculate, according to the prices in the market or DIY shop of their choice, how many metres of lattice they would need for a plot of land the size of the room they are in, and then what the cost would be.
 - Step 3: Then, each group has to do the same as in the previous step, but this time with skirting boards for a plot of land equivalent to 2.5 rooms like the one they are in.
 - Step 4: Assuming they had 1500 euros for the 2 previous steps and according to the prices they have worked with, they have to calculate how much the materials they have needed cost.
 - Step 5: The two groups gather in a circle and discuss the results. Was there too much money? Was there too little money? How could the budget be readjusted to balance it?
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
- **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- 15 minutes: Answering open questions and wrap up of the session.**

Sources

Let's cooperate! *activity*: [Drop the egg](#)

Activity Nr. 20	
Activity name	<i>Group support on language skills</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>7 hours</i>
Nr. of participants	<i>Those who need or want to have specific support in the field of language skills</i>
Learning objectives	<ul style="list-style-type: none">  To use oral communication  To develop reading skills  To use written communication  To use digital resources  To be aware of social and cultural norms
Materials	<i>Chairs, water, glass, bread, pens, paper, reading material</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous activities related to these skills. – 80 minutes: Role play scenario. <ul style="list-style-type: none"> ○ Step 1: Divide the participants into 2 groups. ○ Step 2: One group will stay in the room and another will go outside. The group that stays inside will take on the role of the inhabitants of Albatros Island, and the group that goes outside will take on the role of tourists arriving on the island. ○ Step 3: The trainer gives the group representing the inhabitants of Albatros the following information: “In the Albatros culture the ground is considered sacred. In the social hierarchy women are above men, they are considered sacred, so only women can touch the sacred ground barefoot. Men, on the other hand, cannot touch what comes from the earth, so men are fed by women, who can touch the food and water. Women kneel next to the leader because women are 	

the only ones who can be in contact with the sacred earth. The inhabitants of Albatros do not speak, but the sound ‘Shhh’ is a sign to indicate improper behaviour, ‘Mmmh’ is a positive sign of proper behaviour, and clicking the tongue is an indication to order something to be done”.

- Step 3: The group representing the inhabitants of Albatros divides up the roles, there will be one man as leader, who will sit on a chair, the rest of the men will stand close to him and the women will sit on the floor.
- Step 4: Then the group that remained outside will enter and, without knowing all the information that has been provided to the group that remained inside, they encounter the scene.
- Step 5: One of the native women indicates without speaking that the male tourists should sit on the chairs and the women on the floor; likewise, a native woman offers water to the tourists by holding the glass to males and handing the glass to females to drink alone, and the same process is repeated with the bread; finally, some natives choose the female tourist with the largest feet and indicate her to sit on the floor next to the leader.
- Step 6: Once the scene is over, all participants gather in a circle and a round of reflection begins. What has happened? How do the men feel? And the women? What are their observations?
- Step 7: After this, the trainers explain how the Albatros culture works and another round of reflection begins. Did anyone feel discriminated against? Can we judge other cultures? Do we like to take into consideration other social norms than our own?

– **15 minutes: Short break.**

– **80 minutes: Let's read!**

- Step 1: Participants are divided into 3 groups of 4 people.
- Step 2: The trainer gives a text to read to each group (it can be the same one), preferably related to the theme of the workshop.
- Step 3: To begin with, participant 1 reads aloud the first piece of text. When he/she has finished, participant 2 has to explain or summarise the reading. Participants 3 and 4 are responsible for assessing participant 2's contribution and correcting it, if necessary. In the next turn, participant 2 reads the next piece of text aloud, participant 3 summarises or explains what he/she has just said, and participants 4 and 1 correct or complete it, and so on until the text is finished and read by all.
- Step 4: The whole group gathers for a round of reflection. Was it easy or difficult? Were there problems with reading comprehension? Did we pay enough attention when reading or listening to others?

– **15 minutes: Short break.**

- **80 minutes: Let's write!**
 - Step 1: Participants are divided into the groups from the previous activity.
 - Step 2: Participants will practise collaborative writing by writing a story related to the theme of the workshop as a group. To do so, participant 1 will start by narrating the first part, while participant 2 will write; then participant 2 will continue with the narration and participant 3 will be in charge of writing, and so on.
 - Step 3: Once the story is finished, each group will have to check the text to make sure that it is written correctly and that the story makes some sense and flows.
 - Step 4: The whole group gathers for a round of reflection. Was it easy or difficult? Were there problems in writing what was being narrated, and was it possible for their collaborative texts to be coherent?
 - **20 minutes: Short break.**
 - **80 minutes: Let's go to the stage!**
 - Step 1: Participants are given a few minutes to prepare a 5-minute speech about their time at the workshop.
 - Step 2: Each participant, individually, will tell their story orally in front of the whole group, while the group practises active listening.
 - Step 3: A final round of reflection is opened and participants can ask each other questions about their interventions.
 - **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- 15 minutes: Answering open questions and wrap up of the session.**

Sources


Role play scenario: [Albatros Culture](#)

Let's read! [Shared reading](#)

Individual coaching

Learning Activities

Activity Nr. 21 + 22 + 23

Activity name	<i>Professional orientation</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>Total up to 2 hours per participant, in total 20 hours per organisation</i>
Nr. of participants	<i>Participants who, on an individual basis, are in need of professional orientation</i>
Learning objectives	
Materials	<i>Internet-connected device, sheets of paper, pens</i>

Description

The trainer should assess the needs of each participant individually, so that at the end of the activity they know how to do the following:

- To write a curriculum.
- To write a motivation letter.
- To prepare for a job interview.
- To find out about possibilities for further training and vocational qualification.
- To navigate job search portals.

Closure

Learning Activities

Activity Nr. 24

Activity name	<i>End-of-training celebration</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>1 hour</i>
Nr. of participants	<i>12 participants</i>
Learning objectives	-
Materials	-

Description

- **5 minutes: Welcome.**
- **40 minutes: Speech time.**
 - o *Participants talk about what the training has meant to them and take the opportunity to say goodbye.*
- **15 minutes: Farewell.**

Area 3: Gardening

Learning Activities

Activity Nr. 1

Activity name	<i>Introduction to this course</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants</i>
Learning objectives	<ul style="list-style-type: none"> • <i>To know what this training is about: its objectives, its methods and its impact</i> • <i>To get to know each other</i> • <i>To create a sense of belonging</i>
Materials	<p><i>A ball</i></p> <p><i>Short PowerPoint presentation with project information.</i></p> <p><i>Short PowerPoint presentation with conditions for participation and formal requirements</i></p> <p><i>Short PowerPoint presentation with the list of trainings and workplaces suitable after the workshops</i></p> <p><i>Pens, pencils, markers, paper, flipchart, post-its</i></p>
Description	
<ul style="list-style-type: none"> – 15 minutes: Welcome and presentation of training schedule for the day. – 20 minutes: Welcome exercise → Chain name. <ul style="list-style-type: none"> ○ Step 1: The trainer makes a circle with all participants. ○ Step 2: The trainer picks up a ball, says his/her name and passes the ball to the person on his/her right. ○ Step 3: This person has to repeat the trainer's name and say his/her own name, and pass the ball to the next person. ○ Step 4: The next person says his/her name and the name of the previous 2 people, and so on. 	

- Step 5: To start to create a group feeling, the trainer can suggest that they help each other with the names they don't remember.
- Step 6: Once everyone has said their name, and the ball has come back to the trainer, the trainer will throw the ball randomly to a trainee, who will have to say his/her name and the name of the person who threw the ball.
- Step 7: The trainee throws the ball to another person to continue the activity until everyone has done it.
- **30 minutes: Brief presentation of the project by the trainer with a PowerPoint → what is the project about, what are its objectives, how will they be achieved, what will be its impact.**
- **15 minutes: Short break.**
- **20 minutes: Brief presentation by the trainer with a PowerPoint → conditions for participation and formal requirements.**
- **50 minutes: Practical activity to become aware of one's own skills → Skills Tree.**
 - Step 1: Participants are asked to think of a learning experience they have had, either through formal education or life experiences that have made an impact on them, and to take a few minutes to think about it.
 - Step 2: Participants individually make a list of what that experience has meant to them, what they have learned and what new skills they have acquired because of it.
 - Step 3: They then take a piece of paper and draw a tree with as many branches as skills and things they have learnt.
 - Step 4: Once they have done this, they stick coloured post-its with these notes on each branch, or draw a picture representing each branch. They have now created their *Skills Tree*.
 - Step 5: Finally, they explain out loud their acquired learning and skills, so that everyone knows a bit of their background.
- **15 minutes: Brief presentation by the trainer with a Power Point → list of trainings and workplaces suitable after the workshops.**
- **15 minutes: Answering open questions and evaluation of the day.**
 - Step 1: There are several corners in the room:
 - A suitcase (drawn on flipchart paper) hanging/standing in one corner asking for "I am taking this home".
 - A big question mark in another corner saying "Questions left unanswered".
 - A light bulb in another corner saying "Ideas, suggestions...".
 - A trash can in another corner saying "I am leaving this here".
 - Step 2: The participants are asked to think about these things, then note down their answers on the papers.

- Step 3: The trainer will take post-its and read them out loud to start a discussion among everyone.







Sources

Evaluation activity: [Toolbox — For Training and Youth Work](#)

Cycle 1

Learning Activities









Activity Nr. 2

Activity name	<i>Preparation and decision finding: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To use oral communication  To develop reading skills  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>






Description

- **15 minutes: Presentation of training schedule for the day and review of the previous session.**
- **60 minutes: Basic tasks for starting a garden from scratch.**
 - Step 1: Participants are divided into 3 small groups of 4 people.
 - Step 2: The groups have to research, using the internet, what are the basic tasks for starting a garden from scratch.






- Step 3: Each group will have to agree and decide a course of action.
- **15 minutes: Short break.**
- **20 minutes: Brief presentation of the course of action by each group to the other participants. If possible, combine the oral presentation with a short PowerPoint.**
- **60 minutes: Discussion and reflection on personal participation and satisfaction with outcomes.**
 - **Discussion:**
 - Step 1: We ask the group of 12 participants to draw a garden with many different elements, as many as they want (trees, bushes, pruning shears, flowerpots, etc.).
 - Step 2: Each participant has a post-it note with their name on it and can place it in a symbolic place in the drawing, representative of their impression of the day, e.g., a bag of seeds, because they have already planted their own to start their learning, etc.
 - Step 3: Thus, the group reflection starts and everyone shares the reason for their choice.
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 3	
Activity name	<i>Preparation and material organisation: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication  To develop reading skills  To use written communication  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Planning how to get rid of the weeds and start pruning. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups receive the total budget available to them, as well as information about the equipment and space at their disposal. 	


- Step 3: The groups have to research, using the internet, how much the tools and/or products for weed control and pruning cost.
- Step 4: Each group will have to readapt, if necessary, the course of action they had planned in order to respect the allocated budget.
- Step 5: The groups will draw up a shopping list with everything they need to start.
- **15 minutes: Short break.**
- **60 minutes: Brief presentation of their plan by each group to the other participants.**
 - Step 1: Participants will create a shopping list presentation, using pictures of everything they will need.
 - Step 2: Each group will present its planning and its visual shopping list orally to the other groups.
 - Step 3: There will be a round of constructive feedback between all participants to help each other and incorporate proposed improvements or alternatives.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 4	
Activity name	<i>Material organisation: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To solve problems and to reason  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>Planning and shopping list from the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's shopping time. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group is responsible for purchasing and organising the necessary tools and products according to the shopping list and budget. – 50 minutes: How to deal with problems. <ul style="list-style-type: none"> ○ Step 1: Once back at the training venue, a round of consultations takes place in which each group discusses the problems they have encountered, for example, the lack of a tool. 	

- Step 2: If they have indeed faced any unforeseen events, how have they dealt with them?
- Step 3: In the event that they found everything they needed, participants have to perform and reflect on shortcomings in a role play.
- **15 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- 5. 10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 5	
Activity name	<i>Working on the results: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To solve problems and to reason  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>List of tools and products purchased in the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's gardening time! <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups divide the tasks as efficiently as possible, as they have 90 minutes to prepare the ground. ○ Step 3: They prepare the ground and leave everything tidy. – 15 minutes: Short break. – 30 minutes: It's time for inspection! <ul style="list-style-type: none"> ○ Step 1: All groups assess each other's plots of ground to see which is the clearest and most prepared. 	

- Step 2: All groups say something positive about each plot of ground.
- Step 3: Did problems arise during the gardening? Let's look for solutions together!
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger you he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**







Activity Nr. 6	
Activity name	<i>Guided reflection and suggestions to improve: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	 <ul style="list-style-type: none"> To solve problems and to reason To use oral communication To take social and cultural norms into account
Materials	<i>Pens, pencils, markers, paper, flipchart</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 40 minutes: Your successes. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group sits in a circle to begin a round of reflection. ○ Step 3: Participants are asked to think about the successes they have had in this first cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. ○ Step 4: Conclude this round by discussing what each participant is proud of after this cycle, and finally list the strengths of the group. – 40 minutes: Your failures. <ul style="list-style-type: none"> ○ Step 1: Seated as they were, participants are asked to think about the failures they have had in this first cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. ○ Step 2: Conclude this round by discussing what each participant regrets after this cycle, and finally list the weaknesses of the group. 	

- **15 minutes: Short break.**
- **40 minutes: Your potential.**
 - Step 1: Seated as they were, participants are asked to think about what they would do differently and how they would work as a group through this cycle after analysing their strengths and weaknesses. This is followed by a discussion around their answers.
 - Step 2: Conclude this round by discussing what each participant has learnt after this cycle, and finally list the improvements that the group would make.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the cycle 1.**

Cycle 2

Learning Activities

Activity Nr. 7









Activity name	<i>Preparation and decision finding: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To use oral communication  To develop reading skills  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection. 12 balloons of 3 different colours (4 for each colour)</i>

Description






- **15 minutes: Presentation of training schedule for the day and review of the previous session.**
- **60 minutes: Planning and creating a vegetable garden.**
 - Step 1: Participants are divided into 2 groups of 6 people.
 - Step 2: The groups have to research how to create a vegetable garden, and what they would need.
 - Step 3: Each group will have to decide on a vegetable garden design, taking into account the area in which they are located and the time of year.

- 15 minutes: Short break.
- 20 minutes: Brief presentation of the vegetable garden design by each group to the other participants. If possible, combine the oral presentation with a short PowerPoint.
- 60 minutes: Discussion and reflection on personal participation and satisfaction with outcomes.
 - Discussion:
 - Step 1: The trainer brings 12 balloons, one per person, so that there are 4 balloons of 3 different colours.
 - Step 2: The trainer gives the balloons to the participants, ask them to blow them up and release them in the middle of the room.
 - Step 3: The trainer plays music while the participants walk around the room and stops it after a while.
 - Step 4: Each participant takes a balloon and regroups with other participants who have the same colour balloon.
 - Step 5: In those groups, participants are asked to answer a series of questions:
 - Are you satisfied with what your group wants to create?
 - Are you sure it will be possible with the budget you have?
 - Do you feel the level of difficulty has increased compared to the first cycle?
 - Does being in a new group with different people add to the difficulty?
 - Step 6: The group of 12 participants is brought together and a general reflection and discussion takes place.
 - Personal participation:
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.






6. 10 minutes: Answering open questions and wrap up of the session.

Activity Nr. 8	
Activity name	<i>Preparation and material organisation: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication  To develop reading skills  To use written communication  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Planning how to grow a vegetable garden. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups receive the total budget available to them, as well as information about the equipment and space at their disposal. 	


- Step 3: The groups have to research, using the internet, how much the tools, seeds and plants for the vegetable garden will cost. Remember to take into account the geographical area and the time of year.
- Step 4: Each group will have to readapt, if necessary, the plan they had planned to prepare in order to respect the allocated budget.
- Step 5: The groups will draw up a shopping list with everything they need to prepare the vegetable garden.
- **15 minutes: Short break.**
- **60 minutes: Brief presentation of their plan by each group to the other participants.**
 - Step 1: Participants will create a shopping list presentation, using pictures of everything they will need.
 - Step 2: Each group will present its planning and its visual shopping list orally to the other groups.
 - Step 3: There will be a round of constructive feedback between all participants to help each other and incorporate proposed improvements.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 9	
Activity name	<i>Material organisation: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To solve problems and to reason  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>Planning and shopping list from the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's shopping time. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group is responsible for purchasing and organising the necessary tools, seeds and plants according to the shopping list and budget. – 50 minutes: How to deal with problems. <ul style="list-style-type: none"> ○ Step 1: Once back at the training venue, a round of consultations takes place in which each group discusses the problems they have encountered, for example, the lack of a tool. ○ Step 2: If they have indeed faced any unforeseen events, how have they dealt with them? 	

- Step 3: In the event that they found everything they needed, participants have to perform and reflect on shortcomings in a role play.
- **15 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 10	
Activity name	<i>Working on the results: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To solve problems and to reason  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>List of tools, seeds and plants purchased in the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's gardening time! <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups divide the tasks as efficiently as possible, as they have 90 minutes to plant everything. ○ Step 3: They distribute the seeds and plants according to their plan and leave everything tidy up. – 15 minutes: Short break. – 30 minutes: It's time for inspection! <ul style="list-style-type: none"> ○ Step 1: All groups assess each other's plots of ground to see how everything has been planted according to plan. 	

- Step 2: All groups say something positive about each plot of ground.
- Step 3: Did problems arise during the gardening? Let's look for solutions together!
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**







Activity Nr. 11	
Activity name	<i>Guided reflection and suggestions to improve: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	 <ul style="list-style-type: none"> To solve problems and to reason To use oral communication To take social and cultural norms into account
Materials	<i>Pens, pencils, markers, paper, flipchart</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 40 minutes: Your successes. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group sits in a circle to begin a round of reflection. ○ Step 3: Participants are asked to think about the successes they have had in this second cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. ○ Step 4: Conclude this round by discussing what each participant is proud of after this cycle, and finally list the strengths of the group. – 40 minutes: Your failures. <ul style="list-style-type: none"> ○ Step 1: Seated as they were, participants are asked to think about the failures they have had in this second cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. 	

- Step 2: Conclude this round by discussing what each participant regrets after this cycle, and finally list the weaknesses of the group.
- **15 minutes: Short break.**
- **40 minutes: Your potential.**
 - Step 1: Seated as they were, participants are asked to think about what they would do differently and how they would work as a group through this cycle after analysing their strengths and weaknesses. This is followed by a discussion around their answers.
 - Step 2: Conclude this round by discussing what each participant has learnt after this cycle, and finally list the improvements that the group would make.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the cycle 2.**

Cycle 3

Learning Activities









Activity Nr. 12

Activity name	<i>Preparation and decision finding: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To use oral communication  To develop reading skills  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>






Description

- **15 minutes:** Presentation of training schedule for the day and review of the previous session.
- **60 minutes:** Creating a floral design for a floristry competition.
 - Step 1: Participants, individually, have to research possible floral designs using the internet, and what they would need.
 - Step 2: Each participant will have to decide on a floral design for a floristry competition, taking into account the availability of the flowers in question.






- **15 minutes: Short break.**
- **20 minutes: Brief presentation of the floral design plan by each participant to the others. If possible, combine the oral presentation with a short PowerPoint.**
- **60 minutes: Discussion and reflection on personal participation and satisfaction with outcomes.**
 - **Discussion:**
 - Step 1: The trainer brings 12 balloons, one per person, so that there are 4 balloons of 3 different colours.
 - Step 2: The trainer gives the balloons to the participants, ask them to blow them up and release them in the middle of the room.
 - Step 3: The trainer plays music while the participants walk around the room and stops it after a while.
 - Step 4: Each participant takes a balloon and regroups with other participants who have the same colour balloon.
 - Step 5: In those groups, participants are asked to answer a series of questions:
 - Are you satisfied with what you want to create?
 - Are you sure it will be possible with the budget you have?
 - Do you feel the level of difficulty has increased compared to the first and second cycles?
 - Does being on your own add to the difficulty?
 - Step 6: The group of 12 participants is brought together and a general reflection and discussion takes place.
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 13	
Activity name	<i>Preparation and material organisation: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication  To develop reading skills  To use written communication  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Planning how to create a floral design for a floristry competition. <ul style="list-style-type: none"> ○ Step 1: Participants, individually, receive the total budget available to them (same for all), as well as information about the equipment and space at their disposal. 	






- Step 2: Participants have to research, using the internet, how much the flowers and tools for the floral design will cost.
- Step 3: Each participant will have to readapt, if necessary, the floral design he/she had planned to prepare in order to respect the allocated budget.
- Step 4: Each participant will draw up a shopping list with everything he/she needs to prepare the floral design.
- **15 minutes: Short break.**
- **60 minutes: Brief presentation of his/her plan by each participant to the others.**
 - Step 1: Participants, individually, will create a shopping list presentation, using pictures of everything they will need.
 - Step 2: Each participant will present his/her plan and his/her visual shopping list orally to the other participants.
 - Step 3: There will be a round of constructive feedback between all participants to help each other and incorporate proposed improvements.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

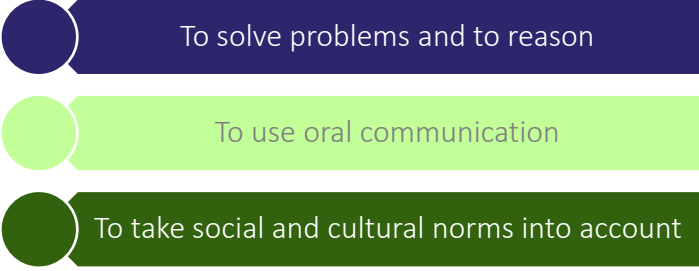
Activity Nr. 14	
Activity name	<i>Material organisation: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To solve problems and to reason  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>Planning and shopping list from the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's shopping time. <ul style="list-style-type: none"> ○ Step 1: Each participant is responsible for purchasing and organising the necessary flowers and tools according to the shopping list and budget. – 50 minutes: How to deal with problems. <ul style="list-style-type: none"> ○ Step 1: Once back at the training venue, a round of consultations takes place in which each participant discusses the problems he/she has encountered, for example, the lack of a specific type of flower. ○ Step 2: If they have indeed faced any unforeseen events, how have they dealt with them? 	

- Step 3: In the event that they found everything they needed, participants have to perform and reflect on shortcomings in a role play.
- **15 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 15	
Activity name	<i>Working on the results: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To solve problems and to reason  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>List of flowers and tools purchased in the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's time to create! <ul style="list-style-type: none"> ○ Step 1: Each participant has 90 minutes to finish his/her floral design. – 15 minutes: Short break. – 30 minutes: It's time for inspection! <ul style="list-style-type: none"> ○ Step 1: All participants assess each other's floral designs. ○ Step 2: All participants say something positive about each floral design. ○ Step 3: Did problems arise during the creation? Let's look for solutions together! – 20 minutes: Reflection on personal participation and satisfaction with outcomes. <ul style="list-style-type: none"> ○ Personal participation: 	

- Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
- Step 2: Next to the thumb he/she has to write what he/she liked.
- Step 3: Next to the index finger he/she has to write what he/she would like to point out.
- Step 4: Next to the middle finger he/she has to write what he/she did not like.
- Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
- Step 6: Next to his/her little finger you he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 16	
Activity name	<i>Additional session</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Individuals who have not completed the previous activity in due time and form</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To solve problems and to reason  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>List of flowers and tools purchased in the previous session</i> <i>Paper, pens</i>
Description	
<p>The participants, individually, have to complete the steps that they did not have time to finish in the previous activity.</p>	


Activity Nr. 17	
Activity name	<i>Guided reflection and suggestions to improve: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	 <ul style="list-style-type: none"> To solve problems and to reason To use oral communication To take social and cultural norms into account
Materials	<i>Pens, pencils, markers, paper, flipchart</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 25 minutes: Your successes. <ul style="list-style-type: none"> ○ Step 1: Each participant, individually, has to think about the successes he/she has had in this third cycle. ○ Step 2: Then ask each participant to reflect carefully about what they are proud of after this cycle. – 25 minutes: Your failures. <ul style="list-style-type: none"> ○ Step 1: Each participant, individually, has to think about the failures he/she has had in this third cycle. ○ Step 2: Then ask each participant to reflect carefully about what they regret after this cycle. – 25 minutes: Your potential. <ul style="list-style-type: none"> ○ Step 1: Each participant, individually, has to think about what he/she would do differently and how he/she would deal with the cycle differently after analysing his/her strengths and weaknesses. 	

- Step 2: Then ask each participant to reflect carefully about what he/she has learnt after this cycle, and to list the improvements that he/she would make.
- **15 minutes: Short break.**
- **45 minutes: Your presentation.**
 - Step 1: All participants are asked to sit in a circle.
 - Step 2: A round is opened in which each participant, orally, will present their strengths, weaknesses and strengths and potential to the others.
 - Step 3: Finally, a discussion is encouraged among the participants to reach their conclusions.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the cycle 3.**

Group coaching

Learning Activities

Activity Nr. 18

Activity name	<i>Group support on reflective skills</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>4 hours</i>
Nr. of participants	<i>Those who need or want to have specific support in the field of reflective skills</i>
Learning objectives	 <p>To manage information and knowledge</p> <p>To solve problems and to reason</p>
Materials	<i>A piece of news, internet access, computer or smartphone, paper, pens, pencils, flipcharts</i>

Description

- **20 minutes: Presentation of training schedule for the day and review of the previous activities related to these skills.**
- **85 minutes: Role play scenario.**
 - Step 1: Divide the participants into 2 groups.
 - Step 2: Each group will have to pose a problem and prepare a role play scenario related to the work that has been done during the workshop for the other group to act out (e.g., a specific type of flower could not be found for a bouquet ordered by a customer).
 - Step 3: In turn, each group will act out their role play scenario, which will only be successful if the set-out problem is satisfactorily solved.
 - Step 4: A round of reflection and feedback takes place in which the two groups put themselves in the role of the other group and tell how they would have acted in response to the problem they proposed.
- **15 minutes: Short break.**

– **85 minutes: Get informed!**

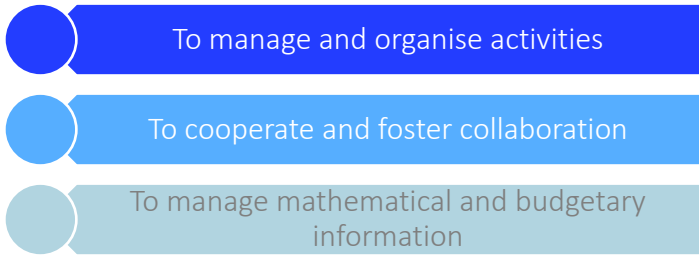
- Step 1: Participants are divided into the groups from the previous activity.
- Step 2: Each group searches for a news article (they can be true or false) for the other group to investigate.
- Step 3: Each group has to get to a conclusion after searching for reasons against and reasons for the truthfulness of the news article.
- Step 4: Then, each group will develop effective methods to research and detect if a news article is true or false.
- Step 5: Each group explains to the rest their findings and their final conclusion. In their explanation they should explain how they got to this conclusion: What did they think at the beginning? What evidence did they find for their conclusion? Is there any evidence against this?
- Step 6: After each group have stated their final conclusion and their reasons for and against, there will be a positive debate between the large group.

– **20 minutes: Reflection on personal participation and satisfaction with outcomes.**

○ **Personal participation:**

- Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
- Step 2: Next to the thumb he/she has to write what he/she liked.
- Step 3: Next to the index finger he/she has to write what he/she would like to point out.
- Step 4: Next to the middle finger he/she has to write what he/she did not like.
- Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
- Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.

15 minutes: Answering open questions and wrap up of the session.

Activity Nr. 19	
Activity name	<i>Group support on organising activities</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>7 hours</i>
Nr. of participants	<i>Those who need or want to have specific support in the field of skills related to organising activities</i>
Learning objectives	 <ul style="list-style-type: none"> To manage and organise activities To cooperate and foster collaboration To manage mathematical and budgetary information
Materials	<i>Flipboard, pens, colour pencils, provided templates (or they can create their own), eggs, cardboard tubes, boxes, scrap paper, cotton balls, rubber bands, tape, glue, popsicle sticks, straws, smartphone or computer with internet connection, measuring tape</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous activities related to these skills. – 80 minutes: Role play scenario. <ul style="list-style-type: none"> ○ Step 1: Divide the participants into 2 groups. ○ Step 2: One group will act as a flower shop, and the other group will act as a company that wants to contract its services. ○ Step 3: The group representing the flower shop will have to prepare an oral presentation that can be accompanied by information, graphics and/or images on a flipboard, informing about the professionals they have, the experience they have, how much their services would cost, etc. All members of the group have to participate by presenting their role in the flower shop. ○ Step 4: The group representing the contracting company will have to act as if they were interviewers doing a round of interviews to decide which company to 	

- contract, so they will have to ask questions to the flower shop about their services, costs, etc., as well as inform about the budget they have.
- Step 5: The contracting company and the flower shop have to come to an agreement.
 - Step 6: A round of reflection and feedback takes place to exchange views on the purpose of this activity and what they have learned.
- **15 minutes: Short break.**
- **80 minutes: Let's get organised!**
- Step 1: Participants are divided into the groups from the previous activity.
 - Step 2: Both groups separately have to put themselves in the role of a flower shop that has to decorate a church with flowers for a wedding on Sunday morning, prepare 12 bouquets for an awards ceremony on Friday evening and keep the florist's shop open for customers Monday to Friday full time.
 - Step 3: They have to plan their week and be able to do their work and attend to their duties successfully.
 - Step 4: Taking into consideration the data available on the events and recalling the steps followed in the previous cycles, they have to enumerate tasks that are needed to do during their week, and distribute them in a sensible way throughout the days and the week, always taking into account the degree of importance and urgency of each task and the time they estimate each task will take. To do this, they can use the provided templates.
 - Step 5: They will present their plan to the other group.
- **15 minutes: Short break.**
- **80 minutes: Let's cooperate!**
- Step 1: Participants are divided into the groups from the previous activity.
 - Step 2: Each group will be provided with the following materials → 1 egg each, cardboard tubes, boxes, scrap paper, cotton balls, rubber bands, tape, glue, popsicle sticks and straws.
 - Step 3: Using only the materials listed in the previous step, each group has to create a container or structure to protect the egg from breaking.
 - Step 4: Each group has to drop their container/structure with the egg in it from the same height (about 3 metres).
 - Step 5: Both groups meet in a circle and discuss the results of the activity, whether it worked or not, what it was like to work in a group, what were the benefits or difficulties of working together as a team, etc.
- **20 minutes: Short break.**
- **80 minutes: Let's do some maths!**
- Step 1: Participants are divided into the groups from the previous activity.

- Step 2: Each group has to calculate, according to the prices in the market or flower shop of their choice, how many flowers of each kind would they need to make 17 centrepieces with half a dozen white roses, half a dozen yellow roses, a dozen and a half orange tulips, a dozen red carnations and half a dozen daisies, and then what the cost would be.
 - Step 3: Then, each group has to do the same as in the previous step, but this time with 23 bouquets of flowers, 12 of them with half a dozen white roses and half a dozen yellow roses, and 11 of them with half a dozen orange tulips and half a dozen purple tulips.
 - Step 4: Assuming they had 1500 euros for the 2 previous steps and according to the prices they have worked with, they have to calculate how much the flowers they have needed cost.
 - Step 5: The two groups gather in a circle and discuss the results. Was there too much money? Was there too little money? How could the budget be readjusted to balance it?
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
- **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- 15 minutes: Answering open questions and wrap up of the session.**

Sources

Let's cooperate! activity: [Drop the egg](#)

Activity Nr. 20	
Activity name	<i>Group support on language skills</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>7 hours</i>
Nr. of participants	<i>Those who need or want to have specific support in the field of language skills</i>
Learning objectives	<ul style="list-style-type: none"> <input type="radio"/> To use oral communication <input type="radio"/> To develop reading skills <input type="radio"/> To use written communication <input type="radio"/> To use digital resources <input type="radio"/> To be aware of social and cultural norms
Materials	<i>Chairs, water, glass, bread, pens, paper, reading material</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous activities related to these skills. – 80 minutes: Role play scenario. <ul style="list-style-type: none"> ○ Step 1: Divide the participants into 2 groups. ○ Step 2: One group will stay in the room and another will go outside. The group that stays inside will take on the role of the inhabitants of Albatros Island, and the group that goes outside will take on the role of tourists arriving on the island. ○ Step 3: The trainer gives the group representing the inhabitants of Albatros the following information: “In the Albatros culture the ground is considered sacred. In the social hierarchy women are above men, they are considered sacred, so only women can touch the sacred ground barefoot. Men, on the other hand, cannot touch what comes from the earth, so men are fed by women, who can touch the food and water. Women kneel next to the leader because women are 	

the only ones who can be in contact with the sacred earth. The inhabitants of Albatros do not speak, but the sound ‘Shhh’ is a sign to indicate improper behaviour, ‘Mmmh’ is a positive sign of proper behaviour, and clicking the tongue is an indication to order something to be done”.

- Step 3: The group representing the inhabitants of Albatros divides up the roles, there will be one man as leader, who will sit on a chair, the rest of the men will stand close to him and the women will sit on the floor.
- Step 4: Then the group that remained outside will enter and, without knowing all the information that has been provided to the group that remained inside, they encounter the scene.
- Step 5: One of the native women indicates without speaking that the male tourists should sit on the chairs and the women on the floor; likewise, a native woman offers water to the tourists by holding the glass to males and handing the glass to females to drink alone, and the same process is repeated with the bread; finally, some natives choose the female tourist with the largest feet and indicate her to sit on the floor next to the leader.
- Step 6: Once the scene is over, all participants gather in a circle and a round of reflection begins. What has happened? How do the men feel? And the women? What are their observations?
- Step 7: After this, the trainers explain how the Albatros culture works and another round of reflection begins. Did anyone feel discriminated against? Can we judge other cultures? Do we like to take into consideration other social norms than our own?

– **15 minutes: Short break.**

– **80 minutes: Let's read!**

- Step 1: Participants are divided into 3 groups of 4 people.
- Step 2: The trainer gives a text to read to each group (it can be the same one), preferably related to the theme of the workshop.
- Step 3: To begin with, participant 1 reads aloud the first piece of text. When he/she has finished, participant 2 has to explain or summarise the reading. Participants 3 and 4 are responsible for assessing participant 2's contribution and correcting it, if necessary. In the next turn, participant 2 reads the next piece of text aloud, participant 3 summarises or explains what he/she has just said, and participants 4 and 1 correct or complete it, and so on until the text is finished and read by all.
- Step 4: The whole group gathers for a round of reflection. Was it easy or difficult? Were there problems with reading comprehension? Did we pay enough attention when reading or listening to others?

– **15 minutes: Short break.**

- **80 minutes: Let's write!**
 - Step 1: Participants are divided into the groups from the previous activity.
 - Step 2: Participants will practise collaborative writing by writing a story related to the theme of the workshop as a group. To do so, participant 1 will start by narrating the first part, while participant 2 will write; then participant 2 will continue with the narration and participant 3 will be in charge of writing, and so on.
 - Step 3: Once the story is finished, each group will have to check the text to make sure that it is written correctly and that the story makes some sense and flows.
 - Step 4: The whole group gathers for a round of reflection. Was it easy or difficult? Were there problems in writing what was being narrated, and was it possible for their collaborative texts to be coherent?
 - **20 minutes: Short break.**
 - **80 minutes: Let's go to the stage!**
 - Step 1: Participants are given a few minutes to prepare a 5-minute speech about their time at the workshop.
 - Step 2: Each participant, individually, will tell their story orally in front of the whole group, while the group practises active listening.
 - Step 3: A final round of reflection is opened and participants can ask each other questions about their interventions.
 - **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- 15 minutes: Answering open questions and wrap up of the session.**

Sources


Role play scenario: [Albatros Culture](#)

Let's read! [Shared reading](#)

Individual coaching

Learning Activities

Activity Nr. 21 + 22 + 23

Activity name	<i>Professional orientation</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>Total up to 2 hours per participant, in total 20 hours per organisation</i>
Nr. of participants	<i>Participants who, on an individual basis, are in need of professional orientation</i>
Learning objectives	 <p>To build one's career path</p>
Materials	<i>Internet-connected device, sheets of paper, pens</i>

Description

The trainer should assess the needs of each participant individually, so that at the end of the activity they know how to do the following:

- To write a curriculum.
- To write a motivation letter.
- To prepare for a job interview.
- To find out about possibilities for further training and vocational qualification.
- To navigate job search portals.

Closure

Learning Activities

Activity Nr. 24

Activity name	<i>End-of-training celebration</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>1 hour</i>
Nr. of participants	<i>12 participants</i>
Learning objectives	-
Materials	-

Description

- 5 minutes: Welcome.
- 40 minutes: Speech time.
 - o *Participants talk about what the training has meant to them and take the opportunity to say goodbye.*
- 15 minutes: Farewell.

Area 4: Art

Learning Activities

Activity Nr. 1

Activity name	<i>Introduction to this course</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants</i>
Learning objectives	<ul style="list-style-type: none"> • <i>To know what this training is about: its objectives, its methods and its impact</i> • <i>To get to know each other</i> • <i>To create a sense of belonging</i>
Materials	<p><i>A ball</i></p> <p><i>Short PowerPoint presentation with project information.</i></p> <p><i>Short PowerPoint presentation with conditions for participation and formal requirements</i></p> <p><i>Short PowerPoint presentation with the list of trainings and workplaces suitable after the workshops</i></p> <p><i>Pens, pencils, markers, paper, flipchart, post-its</i></p>
Description	
<ul style="list-style-type: none"> – 15 minutes: Welcome and presentation of training schedule for the day. – 20 minutes: Welcome exercise → Chain name. <ul style="list-style-type: none"> ○ Step 1: The trainer makes a circle with all participants. ○ Step 2: The trainer picks up a ball, says his/her name and passes the ball to the person on his/her right. ○ Step 3: This person has to repeat the trainer's name and say his/her own name, and pass the ball to the next person. ○ Step 4: The next person says his/her name and the name of the previous 2 people, and so on. 	

- Step 5: To start to create a group feeling, the trainer can suggest that they help each other with the names they don't remember.
- Step 6: Once everyone has said their name, and the ball has come back to the trainer, the trainer will throw the ball randomly to a trainee, who will have to say his/her name and the name of the person who threw the ball.
- Step 7: The trainee throws the ball to another person to continue the activity until everyone has done it.
- **30 minutes: Brief presentation of the project by the trainer with a PowerPoint → what is the project about, what are its objectives, how will they be achieved, what will be its impact.**
- **15 minutes: Short break.**
- **20 minutes: Brief presentation by the trainer with a PowerPoint → conditions for participation and formal requirements.**
- **50 minutes: Practical activity to become aware of one's own skills → Skills Tree.**
 - Step 1: Participants are asked to think of a learning experience they have had, either through formal education or life experiences that have made an impact on them, and to take a few minutes to think about it.
 - Step 2: Participants individually make a list of what that experience has meant to them, what they have learned and what new skills they have acquired because of it.
 - Step 3: They then take a piece of paper and draw a tree with as many branches as new skills and things they have learnt.
 - Step 4: Once they have done this, they stick coloured post-its with these notes on each branch, or draw a picture representing each branch. They have now created their *Skills Tree*.
 - Step 5: Finally, they explain aloud in front of the group their acquired learning and skills, so that everyone knows a bit of their background.
- **15 minutes: Brief presentation by the trainer with a Power Point → list of trainings and workplaces suitable after the workshops.**
- **15 minutes: Answering open questions and evaluation of the day.**
 - Step 1: There are several corners in the room:
 - A suitcase (drawn on flipchart paper) hanging/standing in one corner asking for "I am taking this home".
 - A big question mark in another corner saying "Questions left unanswered".
 - A light bulb in another corner saying "Ideas, suggestions...".
 - A trash can in another corner saying "I am leaving this here".
 - Step 2: The participants are asked to think about these things, then note down their answers on the papers.

- Step 3: The trainer will take post-its and read them out loud to start a discussion among everyone.







Sources

Evaluation activity: [Toolbox — For Training and Youth Work](#)









Cycle 1

Learning Activities






Activity Nr. 2

Activity name	<i>Preparation and decision finding: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To use oral communication  To develop reading skills  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Designing an overall acrylic painting from small individual canvases. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into 3 small groups of 4 people. ○ Step 2: The groups have to research, using the internet, what kind of design they can create. 	

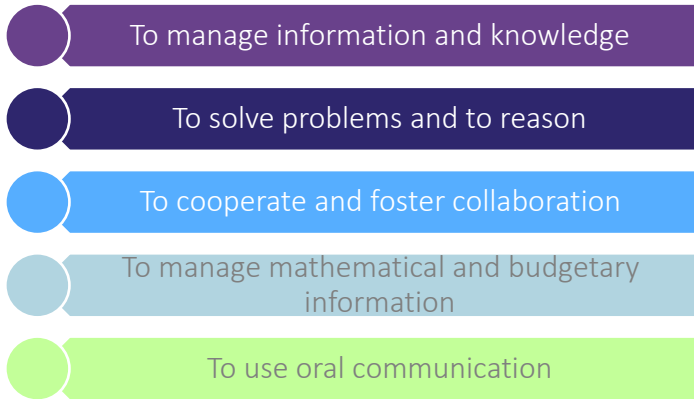
- Step 3: Each group will have to agree and decide which overall painting to design and which small individual canvas each will paint.
- **15 minutes: Short break.**
- **20 minutes: Brief presentation of the overall design by each group to the other participants. If possible, combine the oral presentation with a short PowerPoint.**
- **60 minutes: Discussion and reflection on personal participation and satisfaction with outcomes.**
 - **Discussion:**
 - Step 1: We ask the group of 12 participants to draw a paint workshop with many different elements, as many as they want (blank canvases, paintbrushes, etc.).
 - Step 2: Each participant has a post-it note with their name on it and can place it in a symbolic place in the drawing, representative of their impression of the day, e.g., in a blank canvas because they are ready to start creating, etc.
 - Step 3: Thus, the group reflection starts and everyone shares the reason for their choice.
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 3	
Activity name	<i>Preparation and material organisation: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication  To develop reading skills  To use written communication  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Plan how to create an overall acrylic painting from small individual canvases. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups that were made in the previous session. ○ Step 2: The groups receive the total budget available to them, as well as information about the equipment and space at their disposal. 	

- Step 3: The groups have to research, using the internet, how much the materials they will need cost.
- Step 4: Each group will have to readapt, if necessary, the design they had planned to paint in order to respect the allocated budget.
- Step 5: The groups will draw up a shopping list with everything they need to create the painting.
- **15 minutes: Short break.**
- **60 minutes: Brief presentation of their plan by each group to the other participants.**
 - Step 1: Participants will create a shopping list presentation, using pictures of everything they will need.
 - Step 2: Each group will present their plan and their visual shopping list orally to the other groups.
 - Step 3: There will be a round of constructive feedback between all participants to help each other and incorporate proposed improvements or alternatives.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 4	
Activity name	<i>Material organisation: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To solve problems and to reason  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>Planning and shopping list from the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's shopping time. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group is responsible for purchasing and organising the necessary materials according to the shopping list and budget. – 50 minutes: How to deal with problems. <ul style="list-style-type: none"> ○ Step 1: Once back at the training venue, a round of consultations takes place in which each group discusses the problems they have encountered, for example, the lack of enough canvas. 	

- Step 2: If they have indeed faced any unforeseen events, how have they dealt with them?
- Step 3: In the event that they found everything they needed, participants have to perform and reflect on shortcomings in a role play.
- **15 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 5	
Activity name	<i>Working on the results: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	 <ul style="list-style-type: none"> To manage information and knowledge To solve problems and to reason To cooperate and foster collaboration To manage mathematical and budgetary information To use oral communication
Materials	<i>List of materials purchased in the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's painting time! <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups divide the tasks as efficiently as possible, as they have 90 minutes to finish the painting. ○ Step 3: They paint their corresponding canvases and then join the creation together to see the result as a whole. – 15 minutes: Short break. – 30 minutes: It's time for inspection! <ul style="list-style-type: none"> ○ Step 1: All groups assess each other's creations to see which is best painted. ○ Step 2: All groups say something positive about each painting. 	

- Step 3: Did problems arise during the painting? Let's look for solutions together!
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**







Activity Nr. 6	
Activity name	<i>Guided reflection and suggestions to improve: basic level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 3 groups of 4 persons each</i>
Learning objectives	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="width: 20px; height: 20px; background-color: #1a2b5a; border-radius: 50%; margin-right: 10px;"></div> <div style="background-color: #1a2b5a; color: white; padding: 5px 10px; border-radius: 10px;">To solve problems and to reason</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="width: 20px; height: 20px; background-color: #90ee90; border-radius: 50%; margin-right: 10px;"></div> <div style="background-color: #90ee90; color: white; padding: 5px 10px; border-radius: 10px;">To use oral communication</div> </div> <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #2e6b2e; border-radius: 50%; margin-right: 10px;"></div> <div style="background-color: #2e6b2e; color: white; padding: 5px 10px; border-radius: 10px;">To take social and cultural norms into account</div> </div> </div>
Materials	<i>Pens, pencils, markers, paper, flipchart</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 40 minutes: Your successes. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group sits in a circle to begin a round of reflection. ○ Step 3: Participants are asked to think about the successes they have had in this first cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. ○ Step 4: Conclude this round by discussing what each participant is proud of after this cycle, and finally list the strengths of the group. – 40 minutes: Your failures. <ul style="list-style-type: none"> ○ Step 1: Seated as they were, participants are asked to think about the failures they have had in this first cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. ○ Step 2: Conclude this round by discussing what each participant regrets after this cycle, and finally list the weaknesses of the group. – 15 minutes: Short break. – 40 minutes: Your potential. 	

- Step 1: Seated as they were, participants are asked to think about what they would do differently and how they would work as a group through this cycle after analysing their strengths and weaknesses. This is followed by a discussion around their answers.
- Step 2: Conclude this round by discussing what each participant has learnt after this cycle, and finally list the improvements that the group would make.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the cycle 1.**

Cycle 2

Learning Activities









Activity Nr. 7

Activity name	<i>Preparation and decision finding: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To use oral communication  To develop reading skills  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection. 12 balloons of 3 different colours (4 for each colour)</i>






Description

- **15 minutes: Presentation of training schedule for the day and review of the previous session.**
- **60 minutes: Designing a set of ceramics.**
 - Step 1: Participants are divided into 2 groups of 6 people.
 - Step 2: The groups have to research possible creations using the internet, and what materials they would need.
 - Step 3: Each group will have to decide on a set of ceramics, such as a small set of vases.






- **15 minutes: Short break.**
- **20 minutes: Brief presentation of the set of ceramics by each group to the other participants. If possible, combine the oral presentation with a short PowerPoint.**
- **60 minutes: Discussion and reflection on personal participation and satisfaction with outcomes.**
 - **Discussion:**
 - Step 1: The trainer brings 12 balloons, one per person, so that there are 4 balloons of 3 different colours.
 - Step 2: The trainer gives the balloons to the participants, ask them to blow them up and release them in the middle of the room.
 - Step 3: The trainer plays music while the participants walk around the room and stops it after a while.
 - Step 4: Each participant takes a balloon and regroups with other participants who have the same colour balloon.
 - Step 5: In those groups, participants are asked to answer a series of questions:
 - Are you satisfied with what your group wants to create?
 - Are you sure it will be possible with the budget you have?
 - Do you feel the level of difficulty has increased compared to the first cycle?
 - Does being in a new group with different people add to the difficulty?
 - Step 6: The group of 12 participants is brought together and a general reflection and discussion takes place.
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 8	
Activity name	<i>Preparation and material organisation: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication  To develop reading skills  To use written communication  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Planning how to create a set of ceramics. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups receive the total budget available to them, as well as information about the equipment and space at their disposal. ○ Step 3: The groups have to research, using the internet, how much the materials they need will cost. 	

- Step 4: Each group will have to readapt, if necessary, the set they had planned to create in order to respect the allocated budget.
- Step 5: The groups will draw up a shopping list with everything they need to prepare the menu.
- **15 minutes: Short break.**
- **60 minutes: Brief presentation of their plan by each group to the other participants.**
 - Step 1: Participants will create a shopping list presentation, using pictures of everything they will need.
 - Step 2: Each group will present their plan and their visual shopping list orally to the other groups.
 - Step 3: There will be a round of constructive feedback between all participants to help each other and incorporate proposed improvements.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 9	
Activity name	<i>Material organisation: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To solve problems and to reason  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>Planning and shopping list from the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's shopping time. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group is responsible for purchasing and organising the necessary materials according to the shopping list and budget. – 50 minutes: How to deal with problems. <ul style="list-style-type: none"> ○ Step 1: Once back at the training venue, a round of consultations takes place in which each group discusses the problems they have encountered, for example, the lack of some material. ○ Step 2: If they have indeed faced any unforeseen events, how have they dealt with them? 	

- Step 3: In the event that they found everything they needed, participants have to perform and reflect on shortcomings in a role play.
- **15 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 10	
Activity name	<i>Working on the results: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To solve problems and to reason  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>List of material purchased in the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's creation time! <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: The groups divide the tasks as efficiently as possible, as they have 90 minutes to finish the set of ceramics. ○ Step 3: They create their design and leave it all tidy. – 15 minutes: Short break. – 30 minutes: It's time for inspection! <ul style="list-style-type: none"> ○ Step 1: All groups assess each other's creation, although the final result is not known until they come out of the kiln. ○ Step 2: All groups say something positive about each set. 	

- Step 3: Did problems arise during the creation? Let's look for solutions together!
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**







Activity Nr. 11	
Activity name	<i>Guided reflection and suggestions to improve: intermediate level</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>12 participants in total, in 2 groups of 6 persons each</i>
Learning objectives	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: #191970; border-radius: 50%; width: 30px; height: 30px; margin-right: 10px;"></div> <div style="background-color: #191970; padding: 5px; border-radius: 10px;">To solve problems and to reason</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="background-color: #90EE90; border-radius: 50%; width: 30px; height: 30px; margin-right: 10px;"></div> <div style="background-color: #90EE90; padding: 5px; border-radius: 10px;">To use oral communication</div> </div> <div style="display: flex; align-items: center;"> <div style="background-color: #006400; border-radius: 50%; width: 30px; height: 30px; margin-right: 10px;"></div> <div style="background-color: #006400; padding: 5px; border-radius: 10px;">To take social and cultural norms into account</div> </div> </div>
Materials	<i>Pens, pencils, markers, paper, flipchart</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 40 minutes: Your successes. <ul style="list-style-type: none"> ○ Step 1: Participants are divided into the groups from the previous session. ○ Step 2: Each group sits in a circle to begin a round of reflection. ○ Step 3: Participants are asked to think about the successes they have had in this second cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. ○ Step 4: Conclude this round by discussing what each participant is proud of after this cycle, and finally list the strengths of the group. – 40 minutes: Your failures. <ul style="list-style-type: none"> ○ Step 1: Seated as they were, participants are asked to think about the failures they have had in this second cycle, both individually and as a group, and to share these with the others. This is followed by a discussion around their answers. ○ Step 2: Conclude this round by discussing what each participant regrets after this cycle, and finally list the weaknesses of the group. 	

- **15 minutes: Short break.**
- **40 minutes: Your potential.**
 - Step 1: Seated as they were, participants are asked to think about what they would do differently and how they would work as a group through this cycle after analysing their strengths and weaknesses. This is followed by a discussion around their answers.
 - Step 2: Conclude this round by discussing what each participant has learnt after this cycle, and finally list the improvements that the group would make.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the cycle 2.**

Cycle 3

Learning Activities









Activity Nr. 12

Activity name	<i>Preparation and decision finding: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To use oral communication  To develop reading skills  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>






Description

- **15 minutes: Presentation of training schedule for the day and review of the previous session.**
- **60 minutes: Designing a piece of ceramics for a design competition.**
 - Step 1: Participants, individually, have to research possible pieces using the internet, and what materials they would need.
 - Step 2: Each participant will have to decide on a piece of ceramics for a design competition. It cannot be a piece that has been designed in the previous cycles.






- **15 minutes: Short break.**
- **20 minutes: Brief presentation of the piece by each participant to the others. If possible, combine the oral presentation with a short PowerPoint.**
- **60 minutes: Discussion and reflection on personal participation and satisfaction with outcomes.**
 - **Discussion:**
 - Step 1: The trainer brings 12 balloons, one per person, so that there are 4 balloons of 3 different colours.
 - Step 2: The trainer gives the balloons to the participants, ask them to blow them up and release them in the middle of the room.
 - Step 3: The trainer plays music while the participants walk around the room and stops it after a while.
 - Step 4: Each participant takes a balloon and regroups with other participants who have the same colour balloon.
 - Step 5: In those groups, participants are asked to answer a series of questions:
 - Are you satisfied with what you want to create?
 - Are you sure it will be possible with the budget you have?
 - Do you feel the level of difficulty has increased compared to the first and second cycles?
 - Does being on your own add to the difficulty?
 - Step 6: The group of 12 participants is brought together and a general reflection and discussion takes place.
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 13	
Activity name	<i>Preparation and material organisation: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication  To develop reading skills  To use written communication  To use digital resources
Materials	<i>Pens, pencils, markers, paper, flipchart, post-its, computers or smartphones with internet connection</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 60 minutes: Planning how to create a piece of ceramics for a design competition. <ul style="list-style-type: none"> ○ Step 1: Participants, individually, receive the total budget available to them (same for all), as well as information about the equipment and space at their disposal. ○ Step 2: Participants have to research, using the internet, how much the materials to create their piece will cost. 	






- Step 3: Each participant will have to readapt, if necessary, the piece he/she had planned to prepare in order to respect the allocated budget.
- Step 4: Each participant will draw up a shopping list with everything he/she needs to create the piece.
- **15 minutes: Short break.**
- **60 minutes: Brief presentation of his/her plan by each participant to the others.**
 - Step 1: Participants, individually, will create a shopping list presentation, using pictures of everything they will need.
 - Step 2: Each participant will present his/her plan and his/her visual shopping list orally to the other participants.
 - Step 3: There will be a round of constructive feedback between all participants to help each other and incorporate proposed improvements.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

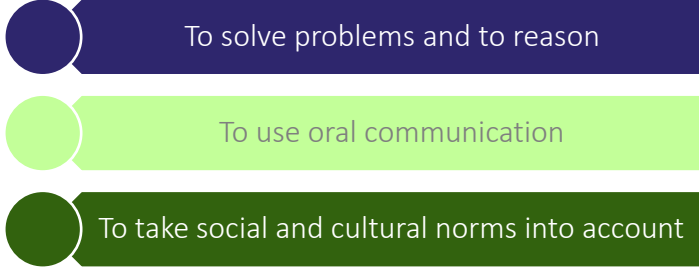
Activity Nr. 14	
Activity name	<i>Material organisation: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To solve problems and to reason  To manage and organise activities  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>Planning and shopping list from the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's shopping time. <ul style="list-style-type: none"> ○ Step 1: Each participant is responsible for purchasing and organising the necessary materials according to the shopping list and budget. – 50 minutes: How to deal with problems. <ul style="list-style-type: none"> ○ Step 1: Once back at the training venue, a round of consultations takes place in which each participant discusses the problems he/she has encountered, for example, the lack of some material. ○ Step 2: If they have indeed faced any unforeseen events, how have they dealt with them? 	

- Step 3: In the event that they found everything they needed, participants have to perform and reflect on shortcomings in a role play.
- **15 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 15	
Activity name	<i>Working on the results: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To solve problems and to reason  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>List of material purchased in the previous session</i> <i>Paper, pens</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 90 minutes: It's creation time! <ul style="list-style-type: none"> ○ Step 1: Each participant has 90 minutes to finish his/her piece of ceramics. – 15 minutes: Short break. – 30 minutes: It's time for inspection! <ul style="list-style-type: none"> ○ Step 1: Participants assess each other's pieces, although the final result is not known until they come out of the kiln. ○ Step 2: All participants say something positive about each piece of ceramics. ○ Step 3: Did problems arise during the creation? Let's look for solutions together! – 20 minutes: Reflection on personal participation and satisfaction with outcomes. <ul style="list-style-type: none"> ○ Personal participation: 	

- Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
- Step 2: Next to the thumb he/she has to write what he/she liked.
- Step 3: Next to the index finger he/she has to write what he/she would like to point out.
- Step 4: Next to the middle finger he/she has to write what he/she did not like.
- Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
- Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the session.**

Activity Nr. 16	
Activity name	<i>Additional session</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Individuals who have not completed the previous activity in due time and form</i>
Learning objectives	<ul style="list-style-type: none">  To manage information and knowledge  To solve problems and to reason  To cooperate and foster collaboration  To manage mathematical and budgetary information  To use oral communication
Materials	<i>List of material purchased in the previous session</i> <i>Paper, pens</i>
Description	
<p>The participants, individually, have to complete the steps that they did not have time to finish in the previous activity.</p>	

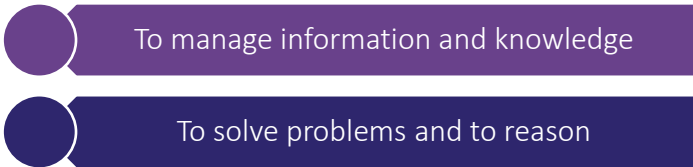
Activity Nr. 17	
Activity name	<i>Guided reflection and suggestions to improve: advanced level</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>3 hours</i>
Nr. of participants	<i>Each participant individually</i>
Learning objectives	
Materials	<i>Pens, pencils, markers, paper, flipchart</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous session. – 25 minutes: Your successes. <ul style="list-style-type: none"> ○ Step 1: Each participant, individually, has to think about the successes he/she has had in this third cycle. ○ Step 2: Then ask each participant to reflect carefully about what they are proud of after this cycle. – 25 minutes: Your failures. <ul style="list-style-type: none"> ○ Step 1: Each participant, individually, has to think about the failures he/she has had in this third cycle. ○ Step 2: Then ask each participant to reflect carefully about what they regret after this cycle. – 25 minutes: Your potential. <ul style="list-style-type: none"> ○ Step 1: Each participant, individually, has to think about what he/she would do differently and how he/she would deal with the cycle differently after analysing his/her strengths and weaknesses. 	

- Step 2: Then ask each participant to reflect carefully about what he/she has learnt after this cycle, and to list the improvements that he/she would make.
- **15 minutes: Short break.**
- **45 minutes: Your presentation.**
 - Step 1: All participants are asked to sit in a circle.
 - Step 2: A round is opened in which each participant, orally, will present their strengths, weaknesses and strengths and potential to the others.
 - Step 3: Finally, a discussion is encouraged among the participants to reach their conclusions.
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- **10 minutes: Answering open questions and wrap up of the cycle 3.**

Group coaching

Learning Activities

Activity Nr. 18

Activity name	<i>Group support on reflective skills</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>4 hours</i>
Nr. of participants	<i>Those who need or want to have specific support in the field of reflective skills</i>
Learning objectives	
Materials	<i>A piece of news, internet access, computer or smartphone, paper, pens, pencils, flipcharts</i>

Description

- **20 minutes: Presentation of training schedule for the day and review of the previous activities related to these skills.**
- **85 minutes: Role play scenario.**
 - Step 1: Divide the participants into 2 groups.
 - Step 2: Each group will have to pose a problem and prepare a role play scenario related to the work that has been done during the workshop for the other group to act out (e.g., the art gallery where an exhibition was scheduled to take place has closed suddenly).
 - Step 3: In turn, each group will act out their role play scenario, which will only be successful if the set-out problem is satisfactory solved.
 - Step 4: A round of reflection and feedback takes place in which the two groups put themselves in the role of the other group and tell how they would have acted in response to the problem they proposed.
- **15 minutes: Short break.**

– **85 minutes: Get informed!**

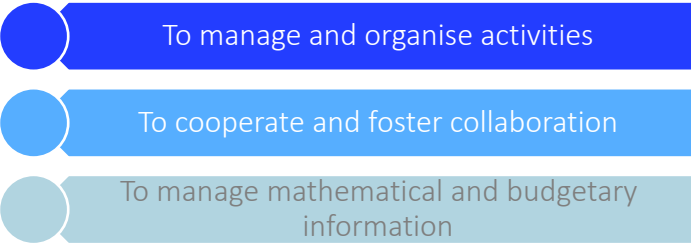
- Step 1: Participants are divided into the groups from the previous activity.
- Step 2: Each group searches for a news article (they can be true or false) for the other group to investigate.
- Step 3: Each group has to get to a conclusion after searching for reasons against and reasons for the truthfulness of the news article.
- Step 4: Then, each group will develop effective methods to research and detect if a news article is true or false.
- Step 5: Each group explains to the rest their findings and their final conclusion. In their explanation they should explain how they got to this conclusion: What did they think at the beginning? What evidence did they find for their conclusion? Is there any evidence against this?
- Step 6: After each group have stated their final conclusion and their reasons for and against, there will be a positive debate between the large group.

– **20 minutes: Reflection on personal participation and satisfaction with outcomes.**

○ **Personal participation:**

- Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
- Step 2: Next to the thumb he/she has to write what he/she liked.
- Step 3: Next to the index finger he/she has to write what he/she would like to point out.
- Step 4: Next to the middle finger he/she has to write what he/she did not like.
- Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
- Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.

15 minutes: Answering open questions and wrap up of the session.

Activity Nr. 19	
Activity name	<i>Group support on organising activities</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>7 hours</i>
Nr. of participants	<i>Those who need or want to have specific support in the field of skills related to organising activities</i>
Learning objectives	 <ul style="list-style-type: none"> To manage and organise activities To cooperate and foster collaboration To manage mathematical and budgetary information
Materials	<i>Flipboard, pens, colour pencils, provided templates (or they can create their own), eggs, cardboard tubes, boxes, scrap paper, cotton balls, rubber bands, tape, glue, popsicle sticks, straws, smartphone or computer with internet connection, measuring tape</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous activities related to these skills. – 80 minutes: Role play scenario. <ul style="list-style-type: none"> ○ Step 1: Divide the participants into 2 groups. ○ Step 2: One group will act as art workshop trainers, and the other group will act as a city council that wants to contract its services. ○ Step 3: The group representing the art workshop trainers will have to prepare an oral presentation that can be accompanied by information, graphics and/or images on a flipboard, informing about the professionals they have, the experience they have, how much their services would cost, etc. All members of the group have to participate by presenting their role in the art company. ○ Step 4: The group representing the city council will have to act as if they were interviewers doing a round of interviews to decide which company to contract, 	

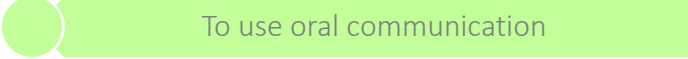




- so they will have to ask questions to the art company about their services, costs, etc., as well as inform about the budget they have.
- Step 5: The contracting company and the art company have to come to an agreement.
 - Step 6: A round of reflection and feedback takes place to exchange views on the purpose of this activity and what they have learned.
- **15 minutes: Short break.**
- **80 minutes: Let's get organised!**
- Step 1: Participants are divided into the groups from the previous activity.
 - Step 2: Both groups separately have to put themselves in the role of art workshop trainers that has to organise 3 workshops 3 afternoons a week for 2 hours in one municipality, from Monday to Friday, and 4 workshops a week of 1.5 hours in another municipality (1 in the morning and 3 in the afternoon, also during the working week).
 - Step 3: They have to plan their week and be able to do their work and attend to their duties successfully.
 - Step 4: Taking into consideration the data available on the workshops and recalling the steps followed in the previous cycles, they have to enumerate tasks that are needed to do during their week, and distribute them in a sensible way throughout the days and the week, always taking into account the degree of importance and urgency of each task and the time they estimate each task will take. To do this, they can use the provided templates.
 - Step 5: They will present their plan to the other group.
- **15 minutes: Short break.**
- **80 minutes: Let's cooperate!**
- Step 1: Participants are divided into the groups from the previous activity.
 - Step 2: Each group will be provided with the following materials → 1 egg each, cardboard tubes, boxes, scrap paper, cotton balls, rubber bands, tape, glue, popsicle sticks and straws.
 - Step 3: Using only the materials listed in the previous step, each group has to create a container or structure to protect the egg from breaking.
 - Step 4: Each group has to drop their container/structure with the egg in it from the same height (about 3 metres).
 - Step 5: Both groups meet in a circle and discuss the results of the activity, whether it worked or not, what it was like to work in a group, what were the benefits or difficulties of working together as a team, etc.
- **20 minutes: Short break.**
- **80 minutes: Let's do some maths!**
- Step 1: Participants are divided into the groups from the previous activity.

- Step 2: They have to do some calculations → they have 30 euros at their disposal, and they want to buy 2 kg of yellow paint (3.99 kg), 2.5 kg of orange paint (3.96 kg), 2100 ml of solvent (2.45 l), 2 dozen of pencils (0.25 each). Do they have any money left?
 - Step 3: An art workshop trainer needs to earn 850 euros this month and earns 1 euro for each hour of workshop time. Given the workshops planned above, how many more or fewer art workshops does she need to do to earn the required amount?
 - Step 4: A trainer of the art workshops is developing a project consisting of 12 equal parts/tasks. He has already completed 4 parts in 8 days. When the municipality asks him how long the rest of the project will take, what will he have to answer?
 - Step 5: Was it easy or difficult? Did the budget and calculations work out? Did they calculate differently?
- **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
- **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.

15 minutes: Answering open questions and wrap up of the session.

Sources

Let's cooperate! *activity*: [Drop the egg](#)

Activity Nr. 20	
Activity name	<i>Group support on language skills</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>7 hours</i>
Nr. of participants	<i>Those who need or want to have specific support in the field of language skills</i>
Learning objectives	<ul style="list-style-type: none">  To use oral communication  To develop reading skills  To use written communication  To use digital resources  To be aware of social and cultural norms
Materials	<i>Chairs, water, glass, bread, pens, paper, reading material</i>
Description	
<ul style="list-style-type: none"> – 15 minutes: Presentation of training schedule for the day and review of the previous activities related to these skills. – 80 minutes: Role play scenario. <ul style="list-style-type: none"> ○ Step 1: Divide the participants into 2 groups. ○ Step 2: One group will stay in the room and another will go outside. The group that stays inside will take on the role of the inhabitants of Albatros Island, and the group that goes outside will take on the role of tourists arriving on the island. ○ Step 3: The trainer gives the group representing the inhabitants of Albatros the following information: “In the Albatros culture the ground is considered sacred. In the social hierarchy women are above men, they are considered sacred, so only women can touch the sacred ground barefoot. Men, on the other hand, cannot touch what comes from the earth, so men are fed by women, who can touch the food and water. Women kneel next to the leader because women are 	

the only ones who can be in contact with the sacred earth. The inhabitants of Albatros do not speak, but the sound ‘Shhh’ is a sign to indicate improper behaviour, ‘Mmmh’ is a positive sign of proper behaviour, and clicking the tongue is an indication to order something to be done”.

- Step 3: The group representing the inhabitants of Albatros divides up the roles, there will be one man as leader, who will sit on a chair, the rest of the men will stand close to him and the women will sit on the floor.
- Step 4: Then the group that remained outside will enter and, without knowing all the information that has been provided to the group that remained inside, they encounter the scene.
- Step 5: One of the native women indicates without speaking that the male tourists should sit on the chairs and the women on the floor; likewise, a native woman offers water to the tourists by holding the glass to males and handing the glass to females to drink alone, and the same process is repeated with the bread; finally, some natives choose the female tourist with the largest feet and indicate her to sit on the floor next to the leader.
- Step 6: Once the scene is over, all participants gather in a circle and a round of reflection begins. What has happened? How do the men feel? And the women? What are their observations?
- Step 7: After this, the trainers explain how the Albatros culture works and another round of reflection begins. Did anyone feel discriminated against? Can we judge other cultures? Do we like to take into consideration other social norms than our own?

– **15 minutes: Short break.**

– **80 minutes: Let's read!**

- Step 1: Participants are divided into 3 groups of 4 people.
- Step 2: The trainer gives a text to read to each group (it can be the same one), preferably related to the theme of the workshop.
- Step 3: To begin with, participant 1 reads aloud the first piece of text. When he/she has finished, participant 2 has to explain or summarise the reading. Participants 3 and 4 are responsible for assessing participant 2's contribution and correcting it, if necessary. In the next turn, participant 2 reads the next piece of text aloud, participant 3 summarises or explains what he/she has just said, and participants 4 and 1 correct or complete it, and so on until the text is finished and read by all.
- Step 4: The whole group gathers for a round of reflection. Was it easy or difficult? Were there problems with reading comprehension? Did we pay enough attention when reading or listening to others?

– **15 minutes: Short break.**

- **80 minutes: Let's write!**
 - Step 1: Participants are divided into the groups from the previous activity.
 - Step 2: Participants will practise collaborative writing by writing a story related to the theme of the workshop as a group. To do so, participant 1 will start by narrating the first part, while participant 2 will write; then participant 2 will continue with the narration and participant 3 will be in charge of writing, and so on.
 - Step 3: Once the story is finished, each group will have to check the text to make sure that it is written correctly and that the story makes some sense and flows.
 - Step 4: The whole group gathers for a round of reflection. Was it easy or difficult? Were there problems in writing what was being narrated, and was it possible for their collaborative texts to be coherent?
 - **20 minutes: Short break.**
 - **80 minutes: Let's go to the stage!**
 - Step 1: Participants are given a few minutes to prepare a 5-minute speech about their time at the workshop.
 - Step 2: Each participant, individually, will tell their story orally in front of the whole group, while the group practises active listening.
 - Step 3: A final round of reflection is opened and participants can ask each other questions about their interventions.
 - **20 minutes: Reflection on personal participation and satisfaction with outcomes.**
 - **Personal participation:**
 - Step 1: Each participant takes a sheet of paper and draws the outline of his/her hand.
 - Step 2: Next to the thumb he/she has to write what he/she liked.
 - Step 3: Next to the index finger he/she has to write what he/she would like to point out.
 - Step 4: Next to the middle finger he/she has to write what he/she did not like.
 - Step 5: Next to the ring finger he/she has to write down what he/she experienced in relation to the other participants.
 - Step 6: Next to his/her little finger he/she has to write a short commentary on his/her participation in the session.
- 15 minutes: Answering open questions and wrap up of the session.**

Sources


Role play scenario: [Albatros Culture](#)

Let's read! [Shared reading](#)

Individual coaching

Learning Activities

Activity Nr. 21 + 22 + 23

Activity name	<i>Professional orientation</i>
Activity type	<input type="checkbox"/> Group work <input checked="" type="checkbox"/> Individual work
Duration	<i>Total up to 2 hours per participant, in total 20 hours per organisation</i>
Nr. of participants	<i>Participants who, on an individual basis, are in need of professional orientation</i>
Learning objectives	 <p>To build one's career path</p>
Materials	<i>Internet-connected device, sheets of paper, pens</i>
Description	
<p>The trainer should assess the needs of each participant individually, so that at the end of the activity they know how to do the following:</p> <ul style="list-style-type: none"> – To write a curriculum. – To write a motivation letter. – To prepare for a job interview. – To find out about possibilities for further training and vocational qualification. – To navigate job search portals. 	

Closure

Learning Activities

Activity Nr. 24

Activity name	<i>End-of-training celebration</i>
Activity type	<input checked="" type="checkbox"/> Group work <input type="checkbox"/> Individual work
Duration	<i>1 hour</i>
Nr. of participants	<i>12 participants</i>
Learning objectives	-
Materials	-

Description

- 5 minutes: Welcome.
- 40 minutes: Speech time.
 - o *Participants talk about what the training has meant to them and take the opportunity to say goodbye.*
- 15 minutes: Farewell.