



BuildIT!

Build your future piece by piece

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Erasmus + Strategic Partnership for adult education

With the support of the
Erasmus+ Programme
of the European Union



Handbook

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Introduction

The rapid transition to a climate-neutral Europe and the digital transformation are changing the way we work, learn, participate in society, and lead our daily lives. Europe can only seize these opportunities if its citizens develop the appropriate skills. In addition, the Covid 19 pandemic has also had a profound impact on millions of people in the European Union who have lost their jobs or suffered significant loss of income. Many will need to acquire new skills and access new jobs. Others will need to upgrade their skills to keep their jobs in a new working environment. For young people, entering the labor market can be very difficult.

The highly competitive European labor market requires an increase in key transversal competences for employability which youngest people and adults, job seekers and professionals are not aware of or how they can be assessed in order to improve their employability potential. Transversal competences are increasingly important in the socio-economic debate because they:

- Facilitate occupational mobility and thus make the labor market more fluid
- Contribute to the development of communication, adaptation, and organization skills.
- Secure career paths in the face of increasingly non-linear and unpredictable careers.

Adopting an approach based on transversal competences linked to work situations implies a new vision that allows the articulation of integration, reception, orientation, and training systems.

European policy

The Council of the European Union's *renewed European agenda in the field of adult learning*² adopted on 29 November 2011 sets out 4 priorities for Member States:

- Improving the coordination of adult learning policies
- Increasing the supply of motivating, high-quality basic training
- Making training more accessible, in particular by developing on-the-job training and using new technologies
- Improving the quality of training for adult educators.

The focus is on the acquisition of basic skills for the least qualified adults. On 22 May 2018, the Council of the European Union adopted a *recommendation on key competences for lifelong learning*¹. This recommendation identifies eight key competences necessary for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship, and social inclusion. The Recommendation also provides a common European reference framework for key competences for use by policy makers, education and training professionals, social partners, and learners themselves. It also presents

effective ways of promoting competence development through innovative learning approaches, assessment methods and support for educational staff.

Finally, the new *EU Strategic Agenda for 2019 - 2024*³ adopted by the European Council on 20 June 2019 stresses that Member States "must step up investment in people's skills and education".

Erasmus+ Strategic partnership for adult education

Erasmus+ is a European program to support actions in the fields of education, training, youth, and sport. In particular, the program helps organizations to work in international partnerships and share innovative practices in the fields of education, training, and youth.

From November 2020 to October 2022, in the context of key Action 2 "Cooperation for innovation and exchange of good practice", five European structures have carried out an action "Strategic Partnerships for adult education" entitled "Build your future piece by piece (BuildIT!)".

The Handbook

The Handbook of strategic BBU activities based on the innovative methodology of Building Based Upskilling is an **educational tool** which comes as a solution for the encountered need of innovative and engaging methods to be able to attract adult learners into courses, especially the under qualified ones, who are facing difficulties to understand abstract concepts and the fast-changing demands in the labor market. It also targets the priority of extending and developing the competencies of **educators**, supporting the setting up of and access to upskilling pathways for **adults with a low level of skills** and achieves the **objectives of providing adult educators innovative educational tools, design new models and educational resources and changing the image of adult learning into a more attractive and accessible one.**

The Handbook is structured into 3 modules containing the explanation of the methodology, steps to design strategic activities based on the BBU methodology with a conceptual map and examples of **12 strategic activities**, each of them meant to target the development of one of the **12 transversal competences** according to the Catalogue of transversal competences.

1. EU policy in the field of adult learning: https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-adult-learning_en

2. EU policy in the field of adult learning: https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-adult-learning_en

3. A new strategic agenda 2019-2024 (European Council, Press release, 20 June 2019): <https://www.consilium.europa.eu/media/39914/a-new-strategic-agenda-2019-2024.pdf>

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1. Explanation of the BBU methodology:

1.1 What is it and in which other methodologies has its inspiration?

BUILDING-BASED UPSKILLING was ideated as an innovative and interactive educational methodology, based on using building blocks, lego and puzzles in order to conceptualize and visualize **abstract concepts**.

The term *abstract* is sometimes used to refer to things that are not located in space or time; in this sense, numbers, properties, sets, propositions, and even facts can be said to be abstract, whereas individual physical objects and events are concrete. The capacity for making and employing abstractions is considered to be essential to higher cognitive functions, such as forming judgments, *learning* from experience, and making *inferences*.

BBU methodology is an **interactive methodology, using lego, building blocks and puzzles to help the adult learners visualizing abstract concepts and to solve problems**, using tools from their childhood. It also helps self-reflection and expression, combining individual work with teamwork, with the purpose to offer a voice to all the participants involved in this kind of activity. This methodology was inspired in already existing methodologies such as LSP or learning theories such as KOLB, combined with coaching communication techniques in order to provide a structured method and activities to work on the 12 specific transversal competences competencies according to the Catalogue of Transversal Competences Key for Employability.

Successful methodologies that served as inspiration:

1.1.1 LEGO® SERIOUS PLAY® (LSP) offers a unique and effective way of handling complex challenges and kick start development.

The dynamic LEGO® models used in LEGO® SERIOUS PLAY® are able to capture and convey remarkable amounts of knowledge compared to more standardized and one-dimensional methods. It, thereby, enables you to create social constructive knowledge systems that empower you and the people around you to become more successful right now.

LSP is a scientifically solid method developed during the 1990s by management professors Johan S. Roos and Bart Victor. LSP utilizes the diversity of the LEGO® brick. As a result, the LEGO® elements function as three-dimensional models of business issues and challenges. Through narratives and constructions, LSP manages to improve mutual understanding, and it becomes easier to play out

different scenarios and test different options.

The aim of LSP is to create more imaginative and effective ways for leaders to develop more innovative strategies, build strong teams and to deal with difficult challenges. By “thinking with your hands” and through serious play with LEGO® bricks, you cultivate your creativity and innovative capabilities.

1.1.2 The Experimental Learning Cycle

Kolb's experiential learning style theory is typically represented by a four-stage learning cycle in which the learner 'touches all the bases':

- 1. Concrete Experience** - a new experience or situation is encountered, or a reinterpretation of existing experience.
- 2. Reflective Observation of the New Experience** - of particular importance are any inconsistencies between experience and understanding.
- 3. Abstract Conceptualization** - reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).
- 4. Active Experimentation** - the learner applies their idea(s) to the world around them to see what happens.

Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test a hypothesis in future situations, resulting in new experiences.

Kolb (1974) views learning as an integrated process with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning only occurs when a learner can execute all four stages of the model. Therefore, no one stage of the cycle is effective as a learning procedure on its own.

1.2 What are the needs for it?

European Union countries face a big issue regarding the difficulty of adults with low qualifications to integrate in the labor market. Together with the early drop out (10,6% in EU, 17,9% in Spain, 14,5% in Italy, 8,9% in France, 8,6% in Slovakia, 4,8% in Poland in 2018 according to Eurostat), the lack of skills and key competences prevents a big percentage of the NEETs to access a labor market in which are required (according to OECD Skills for Jobs database). According to the Catalogue of transversal competences key for employability those competences are – intercultural skills and global awareness, organization and time management, teamwork, empathy, and the ability to build relationships, problem solving, learning process, negotiation skills, leadership and collecting and processing

information. The main reason for a low participation in the adult education is the lack of motivation and it is caused by different reasons such as:

- Impossibility to relate theoretical & abstract concepts learnt in courses with the daily tasks
- Difficulty of understanding abstract aspect
- Lack of trust in their learning process and possibilities
- Fear of unknown

Adult learning is a sector in which educators need to be prepared to face the numerous reasons which lead to the lack of motivation of their trainees. Educators are in urgent need of innovative and engaging methods to be able to attract adults into courses, especially the under qualified ones, who are facing difficulties to understand abstract concepts and the fast-changing demands in the labor market. Analyzing the context and the statistics, we drew the following conclusion in terms of needs to address:

- Low participation in adult education and high rate of early drop out
- High unemployment rate of low qualified adults due to lack of skills and competences
- European Commission objective of reaching 25% in adult participation by 2025

Therefore, the creation of innovative methodologies as tools for educators to create a more participative and engaging learning process is the solution, we propose to face the encountered needs.

By studying the curricula of formal education, we have noticed that there is no specific way of working the transversal competences. Therefore, the new BBU methodology and its activities which will be correlated to a specific transversal competence would be innovative in the area of adult education but could also be innovative for other educational areas.

1.3 Why to use it?

Research shows that when we use our hands in a strategic or creative process, we express our thoughts and ideas more precisely and with greater nuance. This means that they become easier to understand and more memorable.

BBU methodology is a hands-on teaching methodology. These types of methodologies are becoming more popular because it addresses not only the needs of kinesthetic learners but also the needs of visual and auditory learners. Therefore, Kinesthetic learning is beneficial for all students and can aid in overall cognitive development. Thus, there are many invaluable benefits to kinesthetic learning activities: **Help learners to create a connection between language and its concepts**. A concept can be understood better with physical activities.

There are several benefits of hands-on learning for both learners and teachers. Learners who learn kinesthetically will have the advantage of learning at a pace that is comfortable to them, and they will not feel like they are falling behind their more auditory or visual peers. As a teacher, using multiple different teaching methods gives you a chance to assess what each student's strengths and areas for improvement are, so you can use that information to tailor and personalize future lessons.

Additional benefits of kinesthetic learning for students include:

- Kinesthetic learners can often grasp the "big picture" of a lesson or activity quickly. Rather than thinking of a presentation as a chore or a task they completed at school, hands-on engagement means they will have a much easier time connecting that presentation to their everyday life.
- It encourages learners to think outside of normal classroom assignments and seek real-world applications
- Fosters a spirit of curiosity and a drive to try new things
- For older learners, hands-on learning is a chance to explore areas of career interest before committing

When you *employ kinesthetic learning* techniques, you have a unique and valuable opportunity to test your teaching methods in real-time. By asking learners to get involved with the lesson via an in-class project, you can pinpoint the areas in which learners are struggling and the areas in which they are succeeding. This can help you shape future lessons and gauge whether a certain subject or topic needs a bit more time before moving on.

1.3.1 A New View

According to the *American Journalism Review*, Professor Matt Waite has struggled in the past to effectively teach the fundamentals of data visualization to his journalism students. Inspired by Mashable's "Lego Congress Timelapse," Waite decided to try Lego in the classroom instead of starting with software interfaces. He chose a high-profile target for students' first visualization: the 2015 Super Bowl. Waite said the Lego blocks had an effect, noting that students "immediately set about discussing what they would visualize and how they were going to make the bricks mean something." Rather than focusing on the abstract commands often associated with Big Data software, Waite's class was able to dive in headfirst and start building Lego visualizations on their own.

1.3.2 Meaningful Data

Waite's experiment speaks to the critical challenge of data visualization: making data meaningful. Without the ability to immediately grab and engage users, the impact of these visualizations is reduced, and if data sourced isn't clearly linked to actionable outcomes, the effort of creating visual representations may be wasted.

1.4 How does it work?

1.4.1 Three steps

The process of the BBU methodology and its strategic activities it is based on a three stages approach:

- **Scaffolding (technique: tap into prior knowledge)**

Ask learners to share their own experiences, hunches, and ideas about the content or concept of the activity and have them relate and connect it to their own lives. Sometimes you may have to offer hints and suggestions, leading them to the connections a bit, but once they get there, they will grasp the content as their own.

During this stage, the activity is introduced through a real-life scenario, a simulation that may occur in the daily life of the learners, being important to set the ground starting from an already known and familiar situation.

- **Exploration**

In this stage the educators introduce the materials (building blocks, legos, puzzles etc.) and learners get to explore their role in the scenario and the materials given by the educators, accordingly to the meaning of each, helping to conceptualize.

- **Abstraction**

This stage is dedicated to debriefing and ensuring the understanding of passing from the simulation scenario and the concrete concepts assigned to the materials to the abstract competences and concepts aimed to gain and develop.

1.4.2 Materials

The materials chosen for this methodology were building blocks, legos and puzzles due to their already proven successful ways of developing abstract thinking:

- **Solve puzzles.** 3D, visual, and word puzzles will train you to think of alternatives beyond those that occur to you immediately.
- **Build 3D models.** Research Trusted Source has shown that people in science, technology, engineering, and math professions enhance their abstract thinking abilities by doing arts and crafts projects.

However, the materials to be used in the activities based on the BBU methodology are not limited to these, as the most important element is to use tangible materials to help conceptualize abstract concepts, to represent an aid for the kinesthetic learners and to ensure the stage of exploration.

The usage of natural elements is highly encouraged, such as rocks, sticks, leaves, creating a further correlation between already existing environmental elements and abstract concepts. Moreover, the creativity of each educator will ensure a greater variety of materials to be added to the implementation of activities.

1.5 For whom it is designed?

Our **DIRECT TARGET GROUP** are the professionals involved in adult education, such as adult educators, trainers, facilitators, coaches. They benefit directly from the BBU methodology, by being able to apply it in their work with adult learners. The direct target group is a key factor of the creation of the methodology, because they validated the new BBU methodology in order to guarantee the real utility and efficiency of it.

The **INDIRECT TARGET GROUP** are the NEETs and low skilled adults, who were trained through this methodology and the strategic activities tackling transversal competences.

Teaching adults often looks very different from teaching children. Adult educators can make assumptions of their adult students that they would not make of children because adults have had vastly different life experiences and come with their own unique sets of background knowledge. Andragogy, or the practice of teaching adults, studies the best methods and approaches for effective adult education.

1.5.1 Malcom Knowles' Five Principles of Andragogy

Those teaching adults should understand and practice the five principles of andragogy espoused by Malcolm Knowles, a pioneer in the study of *adult learning*.

Knowles posited that adults learn best under the following circumstances:

1. The learning is self-directed.
2. The learning is experiential and utilizes background knowledge.
3. The learning is relevant to current roles.
4. The instruction is problem centered.
5. The students are motivated to learn.

By incorporating these five principles of andragogy into instruction, adult educators and learners alike will experience greater success in the classroom.

1.5.2 Self-Directed Learning

One of the most important differences between teaching children and teaching adults is the self-concept of adult learners. While young students tend to be dependent on their teachers to guide their learning and provide opportunities for application, adult learners are the opposite.

Adult learners are usually mature and self-confident enough to know how they learn best, what their areas of strength and weakness are, and how to go about learning. They don't require much help acquiring resources or developing goals for learning because, in most cases, they have done this before and already have reasons for being in school again. Adult educators need to grant their students plenty of space and be there to support rather than guide.

Another benefit of self-directed learning is that students can design their studies around their preferred *learning style* – visual, auditory, or kinesthetic.

- **Visual learners** rely on pictures. They benefit from the use of graphs, diagrams, and illustrations. They learn best when they are shown what to do or what something looks like.
- **Auditory learners** listen carefully when they are learning and draw the majority of new knowledge through their ears. Things make the most sense to them when they are told how something should be.
- **Tactile or kinesthetic learners** need to physically do something to understand it. By performing something for themselves through a degree of trial and error, these learners will experience the most success.

1.5.3 Using Experiences as a Resource

Adult educators need to utilize each set of background knowledge in their classroom as a resource. No matter how old your adult learners are or what type of life they have led thus far, every one of your students will have acquired an extensive cache of experiences that you can draw on to make the most of what everyone brings to the table.

Rather than behaving as if the classroom should be a level playing field and ignoring irregular stores of background knowledge, use them to enrich instruction. Your students could be coming from vastly different walks of life. Some will be experts in an area that your whole class could benefit from learning about or will have experienced something very unfamiliar to the rest of your students. The moments of authenticity and spontaneity that come from sharing with each other will prove to be some of the most powerful. Tap into the wealth of wisdom of your class as much as possible.

1.5.4 Relevance of Material

Adult students are most likely to want to learn about subjects that will have immediate payoffs in their life, especially as it pertains to their social roles. As adults start to navigate marriage, parenthood, career positions, and other complex roles, they begin to orient themselves exclusively to them.

Adults have little use for material that is not relevant to the roles they already occupy, and this is another reason for allowing students to play a part in designing their own curriculum. For example, some of your learners will want to learn about career advancement, but some, perhaps retirees or stay-at-home parents, will not need this information.

The job of adult educators is to get to know students well enough to be able to teach their roles. Always keep in mind that your older students are there to accomplish something and probably have busy lives. The goal of adult education is to fit the needs of your students, who are more often than not opting to be there because they identified an area of need for themselves—ask and listen to them about what they want from this experience.

1.5.5 Problem-Centered Instruction

Adult learners do not desire to learn about material that doesn't fit into their lives and they do not usually want their learning to be abstract either. Adults are practiced, knowledgeable, and flexible learners that have a lot of problems to solve. Unlike young students, they do not usually need long to think about unfamiliar subjects before trying a skill out for themselves because they exercise their problem-solving skills every day and learn more each time.

Adult educators need to tailor their instruction to specific problems that their students face rather than approaching their teaching one subject at a time. Andragogy is about spending more time doing than learning and the quality of instruction is much more important than topic coverage.

1.5.6 Motivation to Learn

“When the student is ready, the teacher appears” is a Buddhist proverb that applies well to all areas of education. No matter how hard a teacher tries, learning only begins once a student is ready. For most adults, returning to school after several years can be intimidating and a certain degree of apprehension should be expected in adult learners. Getting past the initial uneasiness of adult learners can be a challenge.

However, many adult educators find that their students are eager to grow their knowledge. Adults that have chosen to go back to school are probably already motivated to learn or would not have made the choice to continue their education. The teacher's role in these cases is simply to encourage this motivation and help your students maintain positivity toward learning so they can move past any discomfort they may feel about their situation.

Listen carefully for teaching moments and take advantage of them. When a student says or does something that cues a new topic, be flexible and discuss it, even briefly, to show your students that their interests are important.

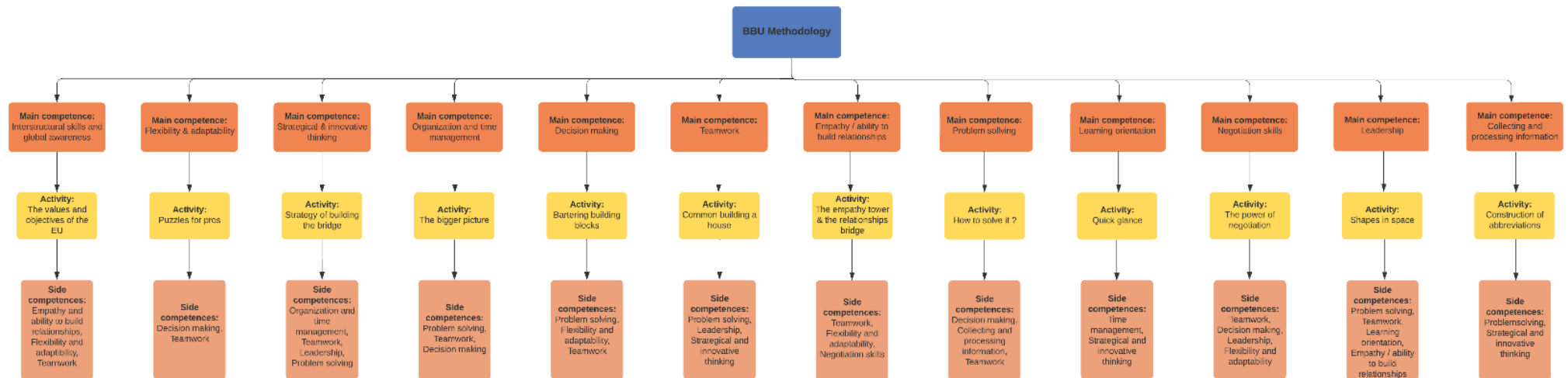
2. Explanation of the BBU methodology

2.1 What is it and in which other methodologies has its inspiration?

The strategic activities are planned according to the BBU methodology, as instruments to address the 12 specific transversal competencies according to the [Catalogue of Transversal Competences Key for Employability](#):


- *Intercultural skills and global awareness*
 - *Flexibility & adaptability*
 - *Strategical & innovative thinking*
 - *Organization and time management*
 - *Decision making*
 - *Teamwork*
 - *Empathy/ability to build relationships*
 - *Problem solving*
 - *Learning orientation*
 - *Negotiation skills*
 - *Leadership*
 - *Collecting and processing information*
-
- **Step 1:** Choose a competence to address
 - **Step 2:** Create a real-life scenario to present to the learners (a simulation game) in which they need to gain/develop/use the selected competence
 - **Step 3:** Decide the materials (building blocks, legos, puzzles etc.)
 - **Step 4:** Assign abstract meanings to the materials, as they will represent the bridge between the abstract to concrete thinking process
 - **Step 5:** Create straightforward instructions and/or roles for the learners in the scenario created (time-based)
 - **Step 6:** Prepare a list of debriefing questions to ensure the understanding of the activity and give the space to all learners to express themselves.
 - **Step 7:** Prepare an evaluation method of the activity in which participants can self-evaluate the dynamic of the activity, but also their acquired learning and competence development

2.2 Conceptual map of the connection between the BBU methodology and the strategic activities



3. Examples of strategic activities

3.1 Intercultural competence and global awareness

Name of the activity:	The values and objectives of the European Union
Competence(s) target:	<p>Main competence: Intercultural competence and global awareness</p> <p>Side competences:</p> <ul style="list-style-type: none"> • Empathy and ability to build relationships • Flexibility and adaptability • Teamwork
Duration:	<p>Total: 2 h or more</p> <ul style="list-style-type: none"> • Define the concept of interculturality: 15 min • Practice, improve and develop interculturality and global awareness: <ul style="list-style-type: none"> - Step 1: 15 min - Step 2: 15 min - Step 3: 30 min - Debriefing: 10 min • Benefits of the competence: 10 min • Tips to understand and accept the differences between the people in a professional setting: 10 min • Evaluation: 15 min
Number of participants:	Approx. 10 participants
Materials needed:	<ul style="list-style-type: none"> • BBU materials: colored building blocks  <ul style="list-style-type: none"> • Additional materials: Internet connection to access computers or directly to personal smartphones.

Objectives and/or Learning Outcomes	<p>The objective of this activity is for the participants to discover the intercultural concept and to relate it with the European Union. It's important for them to realize that they are living in an intercultural space and they have to understand the fact that they could work or exchange with people from another country, culture, or language but they are still sharing a lot of values and customs.</p> <p>At the end of this activity, the participants should be able to apply what they learned in their personal and professional lives. They should be able to be more open minded and to debate about the European Union.</p>
Description of the scenario/simulation game:	<ul style="list-style-type: none"> • Define the concept of interculturality <p>To the group, the educator explains the definition of interculturality (<i>see Annex I - Definition</i>) and asks for the group examples. Then, the subject is introduced - EU: values and objectives.</p> <ul style="list-style-type: none"> • Practice, improve and develop interculturality and global awareness <p>Scenario: Each participant represents an EU country. Each country is assigned a color of building blocks.</p> <p style="text-align: center;">- Step 1</p> <p>After the definition, this step is to illustrate how interculturality works in the EU. So, each participant has to present his or her country (according to personal knowledge or by researching on the Internet): flag, national language, population, capital, religion, political system, national anthem, date of joining the EU. A first individual construction is made with the building blocks. The different elements each represent about ten building blocks. The building blocks are distributed by tens if the presentation of each element has been well done.</p> <p style="text-align: center;">- Step 2</p> <p>Based on official documents (<i>see Annex I – Useful links</i>), the participants read a text presenting the values of the EU. Reading comprehension activity with comprehension questions to collect the main values and objectives. Collective correction, pooling and debate on the right and wrong answers found. Explanation of the values found: definition + reformulation + concrete examples by the countries, which can quote historical or current facts. This step is to join the practice and the theory: to join the specific words of the values with the reality of the “live together”.</p>

- Step 3

This step is about to reuse the previous contents. After a decision or vote, each country chooses a value to present orally. Idea for simulation: the participants play the role of a political leader who must defend this value (represented by their construction) during an official speech. (FLE specificity: use the non-linguistic skills of gesture, intonation, pronunciation to imitate political speeches / use formal register and formal address)

Finally, the building blocks are mixed together to form a new construction which represents a form chosen by the participants to illustrate the values of the EU.

- **Debriefing** (see questions in the Debriefing section)

- **Benefits of interculturality**

Sort of conclusion by the educator about the benefits of interculturality inside of the EU. He can give examples about this “live together” in a workplace and prove that with empathy, respect and knowledge, different people can do a good job together.



- **Tips to understand and accept the differences between the people in a professional setting**

Summary of the most important values of the EU that should be used in everyday life: solidarity, respect, equality etc. Conclusion about how people should behave.

- **Evaluation**

Instructions and/or role of the participants:

- **Define the concept of interculturality**
- Participants need to use their own knowledge to illustrate the definitions the educator is talking about.

	<ul style="list-style-type: none"> • Practice, improve and develop interculturality and global awareness • Participants should be autonomous in the activity: in presenting their country, in reading comprehension, and in the final production of the speech. • They should be able to negotiate and debate with the rest of the group when choosing the countries and values assigned. • It is important that the educator explains what is at stake in the activity and above all the role to be played by each person. Finally, the activity is fun: they have to take on the role of a political figure (president, minister or other) so that the final oral production is entertaining and convincing.
Debriefing questions:	<p>Debriefing - Use the ones you consider more necessary for your participants and their learning process</p> <ul style="list-style-type: none"> • Did you know all the EU countries? • Did you need a lot of internet in your research? • What do you think about the diversity of languages and religions? • Did you have a maximum of building blocks? • Why did you choose to do this construction? • Do you think that these values and objectives are applicable to other scales? If so, which ones?
Description of the evaluation method of the activity:	<ul style="list-style-type: none"> • After the activity, a self-assessment questionnaire on the knowledge acquired by the learners and their satisfaction with the final construction: score out of 10 and justify your score. • An evaluation of the participants by the educator on the progress of the activity: initiative, speaking, participation, understanding and production. • A proposed evaluation questionnaire (<i>see Annex II</i>)

Annex I – Definitions

- Interculturality: "Interculturality would then be defined as a pragmatic choice in the face of the multiculturalism that characterizes contemporary societies". (De Carlo, 1998: 40).

Interculturality is a way of understanding diversity and interaction between cultures. As a field of research, it considers the resolution of social or educational problems related to the confrontation of cultural values. In the language classroom, the development of intercultural competence should give rise to a desire to understand the language and culture of the other. In this approach, attention is also paid to all cultures present in the classroom. It is about negotiating new meanings together for situations that are new to the mother culture. Interculturality then refers to a certain type of relationship between members of different cultures. It seeks to promote acceptance and avoid rejection. For intercultural dialogue to take place, it is essential that the values and ways of life of each group are valued.

- Intercultural competence: <https://rm.coe.int/16806ad2dd>

- **Useful links:**
- https://europa.eu/european-union/about-eu/eu-in-brief_en
- <https://europa.eu/>
- <https://www.europarl.europa.eu/unitedstates/en/eu-us-relations/shared-values>
- <https://europarlamenti.info/en/values-and-objectives/values/>
- <https://www.eurodiaconia.org/fr/resources/social-policy-toolkit/chapter-i-back-to-the-basics/a-union-of-values-and-rights/>

Annex II – Proposed evaluation questionnaire

1. What is the European Union?

- ☐ a union of different countries
- ☐ an association
- ☐ a company

2. How many countries are in the EU?
☐ 7
☐ 17
☐ 27
3. Does every country have the same language, religion, and devise?
☐ Yes
☐ No
☐ I don't know
4. What is the interculturality?
☐ It's a way of understanding diversity and interaction between cultures
☐ It's a way that people make conflicts
☐ It's a way to create the EU
5. Did the building blocks help you to understand the theme?
☐ Yes
☐ No
☐ No opinion
6. What are the main objectives of the EU?
7. Did you know what solidarity, secularism and equality mean?
8. Do you think that respecting different cultures is important? Why?
9. If you could change something on the values and objectives of the EU, what would you do?
Justify
10. What did you think about this activity?

3.2 Flexibility and adaptability

Name of the activity:	Puzzles for the pros
Competence(s) target:	Main competence: Flexibility and adaptability Side competences: <ul style="list-style-type: none"> • Decision making • Teamwork
Duration:	Total: 2 h <ul style="list-style-type: none"> • Define the concept: 10 min - Debriefing (I): 10 min • Practice, improve and develop flexibility and adaptability: 1h - Debriefing (II): 10 min • Benefits of the competence: 10 min • Tips for being more able in a professional setting: 10 min • Evaluation: 10 min
Number of participants:	Approx. 10 participants
Materials needed:	<ul style="list-style-type: none"> • BBU materials: Puzzles <p>Several puzzles, some representing the formal register (man or woman in a suit, office, etc.), and others representing the colloquial register (scenes of life at home, with friends, casual clothes, etc.) (see Annex I)</p> <p>The puzzles can be made by the participants themselves in the previous sessions (cutting and pasting selected images onto cardboard sheets, which are then re-cut), thus acquiring the language skills necessary for the activity beforehand.</p> <ul style="list-style-type: none"> • Alternative materials: printer, cardboard, glue, scissors
Objectives and/or Learning Outcomes	<p>The objective of this activity is for the participants to understand how the consequences of the physical and linguistic behavior can impact their personal and professional lives. The way they dress or the way they talk are very important in the workplace. The adaptability and flexibility skill are necessary to adopt a positive behavior.</p> <p>At the end of this activity the participants should be able to make the difference between a formal and a colloquial situation. After this, they</p>

	<p>should adopt a good linguistic and physical behavior related to the situation: focusing of course on the formal and professional environment.</p>
<p>Description of the activity:</p>	<ul style="list-style-type: none"> • Define the concept <p>The participants will complete the puzzles as quickly as possible in groups of 2 or 3. Exchanges during the completion of the puzzles should be formal (use polite language, rules of politeness, avoid raising your voice, etc.) This is a remediation stage of the linguistic knowledge already acquired.</p> <p style="text-align: center;">- Debriefing (I) - <i>see questions in the Debriefing section</i></p> <p>From this debriefing, the educator has to orient and fix the objective of the final simulation.</p> <p>Then, still in small groups, they will have to brainstorm around their puzzle and propose key words relating to the qualities and essentials to be adopted in the professional world. These should be used for the final activity: simulating a job interview by adapting their language, dress, body language, interactions etc.</p> <ul style="list-style-type: none"> • Practice, improve and develop flexibility and adaptability <p>In the job interview, one participant in a colloquial register will interact with another in a formal register. They will have to correct each other in order to achieve a formal exchange. It will also be interesting to discuss with the class the impressions of the audience and what should be remembered.</p> <p style="text-align: center;">- Debriefing (II) - <i>see questions in the Debriefing section</i></p> <ul style="list-style-type: none"> • Benefits of the competence <p>Conclusion by the educator about the benefits of this behavior. Showing a video (<i>see Annex I – Useful links</i>) about a good interview.</p> <ul style="list-style-type: none"> • Tips for being more able in a professional setting <p>Remind of all important tips: realize a sort of checklist.</p> <ul style="list-style-type: none"> • Evaluation (<i>see Annex II</i>)

<p>Instructions and/or role of the participants:</p>	<ul style="list-style-type: none"> • Define the concept <p>The participants must adapt effectively and quickly to the roles to be played in relation to the puzzles. The points worked on should be used spontaneously and naturally so that the job interview simulation is as realistic as possible.</p> <p>From the puzzles, as much information as possible should emerge. The puzzles will remain at the center of the activity in order to keep a guideline and to keep reminding both parties of the language and behavioral requirements.</p> <p style="text-align: center;">- Debriefing (I)</p> <ul style="list-style-type: none"> • Practice, improve and develop flexibility and adaptability <p>In couples, you need to work on the construction of 2 identical bridges made out of building blocks. The 2 bridges have to be identical in terms of number of building blocks, position, and colors. You need to use 3 colors in the construction of the bridge, as each color represents one of the pillars of empathy (listening, understanding, verbal expression) and you will build the Bridge of Empathy.</p> <p>However, you have “special” working conditions in which none of you will be able to see the other’s bridge while building it, as you will sit back-to-back, therefore you will only be able to talk to each other.</p> <p>Each couple will present your bridges.</p> <p style="text-align: center;">- Debriefing (II)</p> <ul style="list-style-type: none"> • Benefits of the competence <p>The participants should take notes about the conclusion and comment on the video.</p> <ul style="list-style-type: none"> • Tips for being more able in a professional setting <p>To remind of all important tips: the participants should realize a sort of checklist to keep with them in case of a real interview.</p> <ul style="list-style-type: none"> • Evaluation (see Annex II)
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Debriefing questions:	<p>Debriefing (I) - Use the ones you consider more necessary for your participants and their learning process</p> <ul style="list-style-type: none"> • What are the differences between the puzzles? • In which context could they take place? Why? • In your opinion, how should these people talk or behave? Why? • Do you know what's colloquial and what's formal? <p>Debriefing (II) - Use the ones you consider more necessary for your participants and their learning process</p> <ul style="list-style-type: none"> • Do you think that language registers really have an impact on working life? • What impression does colloquial language give? Why or why not? • What impression does the formal register give? Why or why not? • In what other contexts is it important to adapt your language and behavior? • What comment could you give to each dialogue?
Description of the evaluation method of the activity:	<p>The evaluation should be short and mix different types of questions. (see <i>Annex II</i>).</p>

Annex I – Concepts

- **Flexibility:** Flexibility refers to the characteristic of an individual that translates into the ease of apprehending data from different angles, imagining various solutions to a problem or varied and new uses for an object, a method, or a device.

- **Adaptability:** Ability to adapt to new environments or situations.

- **Sustained language register:** Expression that refers to a way of expressing oneself that belongs to the literary and rhetorical world. The sustained register includes a rare and varied vocabulary, long sentences, complex syntax, and figures of speech. This register is more suitable for written language.

- **Colloquial register:** Level of language, vocabulary that we use with people close to us: friends, family, etc.

- **Useful Links**

https://ec.europa.eu/eures/public/news/-/asset_publisher/L2ZVYxNxK11W/content/how-to-stand-out-in-an-online-job-interview?inheritRedirect=false

<https://www.youtube.com/watch?v=1mHjMNZZvFo>

- **Examples of pictures for the puzzles (formal):**




- **Examples of pictures for the puzzles (informal):**



Annex II – Proposed evaluation questionnaire

1. For a professional appointment, you should wear:
 - ☐ trainers
 - ☐ flip flops
 - ☐ dress shoes
2. When you are exchanging with your boss, you should:
 - ☐ adopt a formal register
 - ☐ adopt a colloquial register
 - ☐ not talk
3. What is the ability to adapt to new environments or situations?
 - ☐ jealousy
 - ☐ adaptability
 - ☐ reality
4. Why do we not use colloquial language in a workplace?
 - ☐ It's disrespectful
 - ☐ It's illegal
 - ☐ We can use it.
5. Did the puzzles help you to understand the theme?
 - ☐ Yes
 - ☐ No
 - ☐ No opinion
6. What are the main differences between the colloquial and formal registers?
7. What impression does colloquial language give? Why or why not?
8. If you were a boss, what should your employees do to have your support?
9. In a hypothetical future professional interview, would you be able to apply this content?
10. What did you think about this activity?

3.3 Strategic and innovative thinking

Name of the activity:	Strategy of building the bridge
Competence(s) target:	Main competence: Strategic and innovative thinking Side competences: <ul style="list-style-type: none"> • Organization and time management • Teamwork • Leadership • Problem solving
Duration:	Total: 2 h <ul style="list-style-type: none"> • Introduction: 10 min • Practice, improve and develop problem solving: <ol style="list-style-type: none"> 1. Developing an action strategy: 45 min 2. Strategy implementation – Building phase: 15min • Task evaluation: 10 min • Debriefing: 20 min • Theoretical summary - the theory of strategic thinking: 10 min • Evaluation: 10 min
Number of participants:	Approx. 20 participants
Materials needed:	<p>Materials for one working team*:</p> <ul style="list-style-type: none"> • BBU Materials: Sets of building blocks (in a box) – exactly the same set for every team (150 pieces of building blocks)  <ul style="list-style-type: none"> • Alternative materials: spaghetti pasta, piece of papers, stick tape, (in case of using alternative materials please change the weight to the adequate one - e.g., pasta will not hold 1 kg of sugar, it should be something lighter e.g., a bar of chocolate etc.)

	<ul style="list-style-type: none"> • Additional materials: <ul style="list-style-type: none"> ○ 1kg of sugar ○ Working sheets for each team (Annexes) ○ Stopwatch <p>* Number of sets of materials depends on the number of working groups. All groups should receive the same set of materials.</p>
Objectives and/or Learning Outcomes	<p>After completing the activity, the participants will:</p> <ul style="list-style-type: none"> - gain the knowledge about strategic thinking; - improve of own strategic skills; - know how to develop strategy; - learn and improve own teamwork competencies; - learn and improve own leadership competencies. <p>In the end of the learning process the participants should have knowledge about strategic thinking; know what helps to build strategy, what impedes; know what are their competences in this area; know how important are leadership and teamwork in the success strategy.</p>
Description of the activity:	<ul style="list-style-type: none"> • Introduction <p>The educator is presenting the task to the group – what will they do in this activity.</p> <p>The team's task is to build a bridge using the materials provided. They can only use materials that are intended for this task (building blocks in a box). The bridge should be built in such a way as to get the highest number of points.</p> <ul style="list-style-type: none"> • Practice, improve and develop problem solving: <p>The work of the team is divided into two stages:</p> <ol style="list-style-type: none"> 1. Developing an action strategy – the working groups plan the strategy of building the bridge and its structure. 2. Strategy implementation - Building phase – building the bridge by working groups <ul style="list-style-type: none"> • Task evaluation • Debriefing (<i>see questions in the Debriefing section</i>) • Theoretical summary (<i>see Annex III</i>) - the theory of strategic thinking. • Evaluation

<p>Instructions and/or role of the participants:</p>	<ul style="list-style-type: none"> • Introduction <p>The educator can divide the participants in the group of 4 people. One of methods of random selection can be adopted e.g., counting, color drawing, according to the month of birth etc. It should be paid special attention to mixed in one group of different participants.</p> <p>Groups take their places in the training room (it would be perfect to have already prepared tables for every working group).</p> <p>Instruction:</p> <p>The team's task is to build a bridge using the materials provided. You can only use materials that are intended for this task (building blocks in a box). Each team received building blocks of the same number, size, and colors. The sets are identical. The bridge should be built in such a way as to get the highest number of points. The structure of the bridge may be free, but the bridge as a building must meet certain conditions:</p> <ul style="list-style-type: none"> • it must be stable. • must bear a weight of 1 kg (e.g., you can use a weight as a scale, or choose another material, e.g., 1 kg of sugar) for at least 15 seconds. Important note: The weight of 1 kg may vary depending on the number and type of blocks used. • it must be measurable (length). • the bridge can only have two supporting points - no additional support points are allowed. <p>Each group also receives the working sheets (Annex 1 and Annex 2) to plan the work.</p> <p>In case of any question from the participants, the educator should clarify all doubts.</p> <p>The work of the team is divided into two stages:</p> <ol style="list-style-type: none"> 1. Developing an action strategy - 45* minutes 2. Strategy implementation - Building phase - 15** minutes <p>*This time can be decided according to the group needs – the proposed time is 45 minutes.</p>
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	<p>**This time can be decided by the educator (then it is proposed to have 15 minutes for this phase), or it can be decided by the working group and can be an element for another aspect of evaluation.</p> <ul style="list-style-type: none"> Practice, improve and develop problem solving: <ol style="list-style-type: none"> Developing an action strategy <p>Each group chooses a leader. Your task in the group is to plan the strategy of building the bridge and its structure. You can organize this work in the team in the way that seems to you the most profitable and effective. During the first phase - the strategy building phase, the team should:</p> <ul style="list-style-type: none"> carry out an analysis of the attached materials, including the Score Card (<i>see Annex I</i>), to choose the method of achieving the maximum number of points - clearly define the goal we want to achieve in this task. develop a bridge construction strategy that will include the way the team works, the use of structural and construction elements and other strategic elements necessary to complete the task. prepare a drawing, a sketch of the bridge they plan to build. complete the Plan Score Achievements form (<i>see Annex II</i>). <p>2. The stage of strategy implementation - building a bridge.</p> <p>Start carrying out the task keeping in mind the goal and strategy defined in the previous stage.</p> <ul style="list-style-type: none"> Task evaluation: After completing the task, you need to calculate the achieved number of points by using the Planned Score Achievements form again. Compare the number of points achieved with those planned. Debriefing Theoretical summary
<p>Debriefing questions:</p>	<p>Use the ones you consider more necessary for your participants and their learning process:</p> <p>Were all the rules adopted by you effective? Has the goal been achieved? What influenced it? What would you change now during the strategy building phase?</p>

	<p>Is it possible to build strategies effectively?</p> <p>What elements have an impact on effective strategy building?</p> <p>How is building a strategy to formulate a goal?</p>
Description of the evaluation method of the activity:	<p>Feedback collected from participant:</p> <ul style="list-style-type: none"> • How have I felt during this activity? • What I have learnt about strategic and innovative thinking? • What I have learnt about myself? • What could be improved or changed? <p>Or</p> <p>I. Evaluation questionnaire – <i>see Annex IV</i></p>

Annex I – Scorecard

	Number of building blocks	Scores
1.	0 - 15	+ 30
2.	16 - 25	+ 25
3.	26 - 35	+ 20
4.	36 - 45	+ 15
5.	46 - 50	+ 10
6.	51 - 55	+ 5
7.	56 - 65	0
8.	66 – 75	- 5
9.	76 - 85	- 10
10.	86 – 90	-15
11.	91 - 95	-20
12.	96 - 100	-25
13.	100 - 105	-30
14.	106 - 110	-40
15.	111 - 115	-50

etc. every 5 blocks (- 10) points

	Time of building process	Scores
1.	Up to 2 minutes	+ 65
2.	Up to 3 minutes	+ 60
3.	Up to 4 minutes	+ 55
4.	Up to 5 minutes	+ 50
5.	Up to 6 minutes	+ 45
6.	Up to 7 minutes	+ 40
7.	Up to 8 minutes	+ 35
8.	Up to 9 minutes	+ 30
9.	Up to 10 minutes	+ 25
10.	Up to 11 minutes	+ 20
11.	Up to 12 minutes	+ 15
12.	Up to 13 minutes	+ 10
13.	Up to 14 minutes	+ 5
14.	Up to 15 minutes	0
15.	+ 15 minutes	-5

etc. every one minute more (-5) points

	Length of the bridge (in cm)	Scores
1.	0 - 10	-40
2.	10 - 15	-30
3.	16 - 20	-20
4.	21 - 25	0
5.	26 - 30	+ 5
6.	31 - 35	+ 10
7.	36 - 40	+ 15
8.	41 - 45	+ 20
9.	46 - 50	+ 25
10.	51 - 55	+ 30
11.	56 - 60	+ 40
12.	61 - 65	+ 45
13.	66 - 70	+ 50
14.	71 - 80	+ 60
15.	81 - 90	+ 80

etc. every 10 cm more (+20) points

	Supporting a weight of 1 kg	Scores
1.	Less than 3 seconds	-40
2.	Less than 5 seconds	-30
3.	Less than 10 second	-20
4.	Less than 14 seconds	-10
5.	15 – 20 seconds	0
6.	21 – 30 seconds	+ 5
7.	31 – 40 seconds	+ 10
8.	41 – 50 seconds	+ 15
9.	51 – 60 seconds	+ 20
10.	More than 1 minute	+ 40
11.	More than 2 minutes	+ 60
12.	More than 3 minutes	+ 80

Annex II – Plan score achievements form

	Element of evaluation	Plan		Realization	
		Data	Scores	Data	Scores
1.	Number of building blocks				
2.	Time of building process				
3.	Length of the bridge (in cm)				
4.	Supporting a weight of 1 kg				
5.	IN TOTAL				

Annex III – Proposed theory

Strategic thinking

Strategic thinking is defined as the approach to today from the perspective of the future. In other words, it is an approach to anticipate the long-term effects of our actions. It is a creative, long-term vision aimed at achieving specific goals.

The first thing to say about strategic thinking is that you cannot learn it by reading a textbook. It might be compared to walking, swimming, or cycling. This is not theoretical; you learn through practice. The most important element is the GOAL - all strategic thinking must revolve around it. The goal should clearly state where we want to go and allow us to determine how we can get there. At the beginning of every project, you have to ask yourself what do I want to achieve? What is the desired effect of my actions? You have to think about the ultimate goal, not about the next stages of achieving it.

You think strategically when you meet the following characteristics:

- You know where you want to go. There must be a clearly defined goal or intention. If not, no strategy makes sense.

- You know where you are. You have the ability to determine what the current situation is and how far it is from the goal.
- You know how to define the path you must follow. This is really the key point of the strategy. This includes working out a way to achieve our goals.
- You know how to evaluate and improve things.

There are many different skills that count in strategic thinking. However, there are three that are absolutely essential. This is because they allow you to build the key point of strategy. These skills are:

- The strategy must be constantly renewed. You cannot adopt an action plan and insist on doing so. You need to keep an **open mind** to resolve situations as they arise, redirect them when needed, and become uncertain.
- **Asking questions.** In strategic thinking, questions are much more important than answers. If you can define the question, you are already halfway to your goal.
- **Identification of key points.** Knowing about the most important factors is absolutely fundamental. This allows for more careful monitoring and redirection if necessary.

Annex IV – Proposed evaluation questionnaire

1. What is your general impression about the activity experience? (1=“ not satisfied at all”; 5= “Very satisfied”)
2. Do you think that the methodologies used were appropriate for your learning expectations? (Yes, Sometimes, No)
3. What is your general impression about the activities? (1=not satisfied at all; 5= Very satisfied)
4. Which part of the activity did you find more useful and why?
5. Which one did you find less useful and why?
6. What would you change in this training experience?

3.4 Organization and time management

Name of the activity:	The bigger picture
Competence(s) target:	Main competence: Organization and time management Side competences: Problem solving Teamwork Decision making
Objectives and/or Learning Outcome	The aim of the activity is to have a clear objective/goals and to be able to manage the tasks that you have to complete to reach them. After completing the activity, the participant will: <ul style="list-style-type: none"> - Define the objectives; - Define tasks and priorities; - Assign a time to tasks.
Duration:	Total: 2 h Brainstorming: 20 min Practice, improve and develop organization and time management: First phase of the game: 20 min <ul style="list-style-type: none"> - Debriefing (I): 10 min Second phase of the game: 40 min <ul style="list-style-type: none"> - Debriefing (II): 10 min Organization and time management issues: 10 min Evaluation: 10 min
Number of participants:	Approx. 15/20 participants
Materials needed:	BBU Materials: a puzzle with a "complex picture". Puzzles that have similar colors, with many details and with small pieces are more difficult to be completed.



N.B: The number of puzzles to be distributed changes according to the number of participants.

Additional materials: pieces of paper and pens.

Description of the scenario/simulation game:

This game simulates the importance of having an objective during the day and during the work. If someone starts their own day without a specific goal or a direction, he/she could waste his/her time. The same situation is simulated in the game. A group of people have to complete a puzzle without knowing the final picture. They just know the number of pieces there are and the time that they have to finish the puzzle. A lower understanding of the goal, that in the game coincides with no idea of the picture of the puzzle, will slow down players and maybe could make them discouraged. This activity is structured in four phases, as described below:

Brainstorming:

Working in groups participants should manage the work and the time to complete the puzzle. They have to create a plan to manage the time that the educator has assigned, and they have to prepare a work completion prospectus to explain the state of work every 15 minutes (e.g., 25% at 15 minutes; 50% at 30 minutes; 75% at 45 minutes and 100% at 60 minutes). They have also to decide how to share the work between the members of the group in order to be autonomous during the game.

Practice, improve and develop organization and time management

First phase of the game:

The educator explains the game and asks the participants to monitor and note the progress of the work. The educator waits approximately 20 minutes and stops the game. Probably the participants could be

	<p>discouraged because it's arduous to finish a puzzle without knowing the final picture.</p> <p>The groups compare the progress of their work with the percentage that they have written at the beginning of the activity. In order to reflect on this first phase, the educator will propose some debriefing questions (<i>see questions in Debriefing section</i>).</p> <p>Second phase of the game:</p> <p>The educator shows the figure of the puzzle to the participants. Normally at this point in the game, things get easier for the gamers. Knowing the final picture is easier to manage the work and finish the puzzle. By the timetable, participants can note how it changed the speed of the work compared to the first phase.</p> <p>When the time finishes the puzzle should be done.</p> <p>At the end of this stage, the educator will propose some debriefing questions (<i>see questions in the Debriefing section</i>) regarding the difference between the first and the second phase of the game.</p> <p>Organization and time management issues:</p> <p>The game is finished. The educator will explain the meaning of the game and the importance of managing the time and tasks. (<i>see Annex I</i>) He/she will conclude the activity by asking participants to reflect on the importance to have a clear objective in what we do. This applies both to the workspace, but also to private life. Organization and time management are essential to balance the duties and the free time and to be efficient.</p> <p>The educator explains the main characteristics of the organization and time management and some tips to improve the management system (e.g., divide the day in hours and decide what we have to do in the different moments of the day; listed the priorities; how much time is dedicated to each task, etc.).</p> <p>Finally, the educator will explain that it is fundamental to manage our time and organize our tasks to have the precise idea of what is our goal, without the objectives it is more difficult to organize ourselves. If we look at the "general picture" and if we have clear in our mind what the objectives of our work are, managing them is much easier.</p>
<p>Instructions and/or role of the participants:</p>	<p>Brainstorming</p> <ul style="list-style-type: none"> - The educator divides the participants into different groups. - The educator provides each group with a box of a puzzle (without the picture of the completed puzzle). - The educator explains the rules of the game. Each group has 1 hour of time to finish the puzzle without knowing the final picture.

	<ul style="list-style-type: none"> - The participants have to organize their time and their roles in order to complete the puzzle; - The participants are invited by the educator to use a piece of paper to write the organization of the work; - They should note the completion percentage of the puzzle that they want to reach every 15 minutes (e.g., 25% at 15 minutes; 50% at 30 minutes; 75% at 45 minutes and 100% at 60 minutes). <p>Practice, improve and develop organization and time management</p> <p>First phase of the game</p> <p>In the first phase of the game, the participants have to put all the pieces of the puzzle in an area, the pieces can be on a table or on a floor, it depends on how the participants prefer. Participants have to complete a puzzle, without knowing the image that the finished puzzle should eventually have.</p> <p>Anyone who has done a puzzle knows how complicated it is to put together the pieces without knowing the drawing.</p> <p>Participants should respect the timing and the organization that they decided at the start of the activity.</p> <p>The educator lets some time pass, monitoring the reactions of the players. When the players seem too discouraged (approximately 20 minutes) the educator can pass on to the second stage of the game.</p> <p>Second phase of the game</p> <p>Now, participants can see the picture of the puzzle.</p> <p>Participants should note if there are variations of the time with respect to the time that they have established at the beginning.</p> <p>Normally in the second phase of the game participants should work faster than the first one.</p> <p>Looking at the picture of how the puzzle should be easy to understand the things to do: advance by joining the pieces of the frame and the various figures.</p> <p>Players should now complete the puzzle without too many problems.</p>
<p>Debriefing questions:</p>	<p>Debriefing (I) - Use the ones you consider more necessary for your participants and their learning process</p> <p>Describe the most complicated moments during the first phase of the game.</p> <p>What were the main difficulties that you encountered in this stage?</p> <p>Do you think that the division of time has been respected?</p>

	Debriefing (II) - Use the ones you consider more necessary for your participants and their learning process What were the main changes in the game after viewing the final figure of the puzzle? How do you think the division of tasks between the first and second phases of the game has changed? Did you notice a difference between the first stage of the game and the second?
Description of the evaluation method of the activity:	Open questions and/or feedback questionnaire For further information <i>see Annex II</i>

Annex I – Proposed theory

"Organization skills are those related to creating structure and order, boosting productivity, and prioritizing tasks that must be completed immediately, versus those that can be postponed, delegated to another person, or eliminated altogether. Maintaining strong organizational skills can reduce the chance of developing poor work habits such as procrastination, clutter, miscommunication, and inefficiency." (DOYLE, 2019).

Being able to manage time and activities is essential to organize our days, not only at work but also in your private life.

The time is limited, and we have to manage it to conciliate any aspects of our life.

We have a lot of duties and deadlines, so we have to understand how to define the priorities and manage the tasks in order to achieve our results.

If we learn to manage our schedule, we will be more efficient and less stressed. Some people are more organized than others, but organization and time management is a skill that can be improved.

Building habits helps to be more organized:

- Make a list of your tasks (to-do list): having a clear idea of what needs to be done helps to avoid wasting time;
- Be able to prioritize your tasks: first, you have to be able to concentrate on the most important assignments;
- Planning: Calendar your tasks and appointments to keep track of your long-term commitments;
- Teamwork: If you work with other people, organize the different roles and tasks together.

References:

Doyle A., (2019) *Top Organizational Skills Employers Value with Examples*. The balance careers. [Available online: <https://www.thebalancecareers.com/organizational-skills-list-2063762>]

Doyle A., (2019) *Important Time Management Skills For Workplace Success*

Examples of Effective Workplace Time Management Skills. The balance careers. [Available online: <https://www.thebalancecareers.com/time-management-skills-2063776>]

Useful links:

https://www.youtube.com/watch?v=Ril1NkaDXIQ&ab_channel=GCFLearnFree.org

https://books.google.it/books?hl=en&lr=&id=pLQ1XTt6oxoC&oi=fnd&pg=PR9&dq=organization+and+time+management+&ots=tC8RtQLUzD&sig=w9X_vDdCH2fG8LF67tr7qaL_7mA&redir_esc=y#v=onepage&q=organization%20and%20time%20management&f=false



Annex II – Proposed evaluation system

Participants are encouraged by the educator to talk about the activity, in which they participated. Evaluation should be a self-evaluation in which each participant could share with the other participants their own considerations regarding the meaning of the game.

Another evaluation system is based on a questionnaire where the participants should assign a score between 1 and 5 (where 1 is unfulfilled and 5 is very satisfied)

1. The progress of the work was uniform with the initial plan 1 2 3 4 5
2. Having discovered the figure of the puzzle aided me in the work 1 2 3 4 5
3. The main difficulties were to ignore the picture of the puzzle 1 2 3 4 5
4. The division of the work between the members' group is helpful 1 2 3 4 5

3.5 Decision-Making

Name of the activity:	Bartering Building Blocks
Competence(s) target:	<p>Main competence: Decision-Making</p> <p>Side competences:</p> <ul style="list-style-type: none"> • Problem-solving • Flexibility and Adaptability • Teamwork
Objectives and/or Learning outcomes:	The objectives of this activity are focused on developing teamwork on several levels. When building the building blocks, mindfulness and creativity are needed. On the other hand, obtaining pieces from other groups requires resourcefulness, communication, and decision-making.
Duration:	<p>Total: 2 h</p> <ul style="list-style-type: none"> • Icebreaker: 30 min • Theory introduction: 10 min • Practice, improve and develop decision making: 50 min • Debriefing: 10 min • Evaluation: 20 min
Number of participants:	Multiples of 3 (in teams of 3) - 12 and more participants
Materials needed:	<p>BBU material:</p> <p>- Puzzles of the same difficulty for every team.</p>  <p>Alternative materials:</p> <p>- Paper shapes of the same difficulty for every team.</p> 

<p>Description of the scenario/simulation game:</p>	<ul style="list-style-type: none"> Icebreaker: Before introduction the theory and the core activity we suggest starting with an icebreaker activity. We suggest using the “Diversity Bingo” activity. This game helps participants to get information on each other in a fun, competitive way. First, create a bingo card containing a grid of squares with a statement or question in each square (<i>see example in Annex I</i>) that will apply to some members of your group and is in line with the objectives of your class, workshop, or event. After each player gets a bingo card, they mingle around introducing themselves and finding other participants who can sign their cards indicating that a statement applies to him/her. To avoid having people only talk to one or two people and filling up their card, limit the signatures they can give is 1 or 2 per card. When everyone has reached bingo or is super close, they can share something they have learned about each other, themselves, and the experience of this icebreaker activity. Theory introduction: Before starting the activity, take a couple of minutes to introduce the topic of Decision-making and its importance. (<i>see Annex II</i>) Practice, improve and develop decision making: Each team receives a box of building blocks, with the instructions that the first team to put together their building blocks wins. They are also made aware that other teams will receive some of their pieces, and they have to negotiate with them to get these pieces back. Debriefing: (<i>see questions in the Debriefing section</i>) Evaluation: (<i>see Annex III</i>)
<p>Instructions and/or role of the participants:</p>	<ul style="list-style-type: none"> Practice, improve and develop decision making: Your job is to put together your building blocks as fast as possible. However, the other teams will have a few of your pieces, and your job is to figure out, as a team, how to obtain these pieces from other teams. You must work together, and it must be by agreement between teams, no theft or pressure is allowed. Debriefing
<p>Debriefing questions:</p>	<p>Use the ones you consider more necessary for your participants and their learning process:</p> <ul style="list-style-type: none"> How did you agree on the exchange tactic?

	<ul style="list-style-type: none"> • What was the process behind it? • Was it easy for you to reach an agreement? • Did you have to make compromises, that you weren't too happy about? • How did you evaluate the risks and profit?
Description of the evaluation method of the activity:	Feedback collection from participants. <i>(see Annex III)</i>

Annex I – Diversity Bingo Grid Example

★★★★★ Diversity bingo ★★★★★		
... likes building block	... easily adapts to new situations	...prefers to work individually
...prefers to work in a team	...is creative	...is a decided person
...is an undecided person	...likes puzzles	...is very sociable

Annex II - Proposed theory

In general, the decision-making process helps managers and other business professionals solve problems by examining alternative choices and deciding on the best route to take. Using a step-by-step approach is an efficient way to make thoughtful, informed decisions that have a positive impact on your organization's short- and long-term goals.

The business decision-making process is commonly divided into 7 steps. Managers may utilize many of these steps without realizing it, but gaining a clearer understanding of best practices can improve the effectiveness of your decisions:

Step 1: Identify the decision:

You realize that you need to make a decision. Try to clearly define the nature of the decision you must make. This first step is very important.

Step 2: Gather relevant information:

Collect some pertinent information before you make your decision: what information is needed, the best sources of information, and how to get it. This step involves both internal and external "work."

Step 3: Identify the alternatives:

As you collect information, you will probably identify several possible paths of action, or alternatives. You can also use your imagination and additional information to construct new alternatives. In this step, you will list all possible and desirable alternatives.

Step 4: Weigh the evidence:

Draw on your information and emotions to imagine what it would be like if you carried out each of the alternatives to the end. Evaluate whether the need identified in Step 1 would be met or resolved through the use of each alternative.

Step 5: Choose among alternatives:

Once you have weighed all the evidence, you are ready to select the alternative that seems to be the best one for you. You may even choose a combination of alternatives.

Step 6: Take action:

You are now ready to take some positive action by beginning to implement the alternative you chose in Step 5.

Step 7: Review your decision and its consequences:

In this final step, consider the results of your decision and evaluate whether or not it has resolved the need you identified in Step 1. If the decision has not met the identified need, you may want to repeat certain steps of the process to make a new decision.

Although following the steps outlined above will help you make more effective decisions, there are some pitfalls to look out for.

Here are common challenges you may face, along with best practices, to help you avoid them.

- *Having too much or not enough information:*
Gathering relevant information is key when approaching the decision-making process, but it is important to identify how much background information is truly required.
- *Misidentifying the problem:*
In many cases, the issues surrounding your decision will be obvious. However, there will be times when the decision is complex, and you are not sure where the main issue lies. Conduct a thorough research and speak with internal experts who experience the problem firsthand in order to mitigate this.
- *Overconfidence in the outcome:*
Even if you follow the steps of the decision-making process, there is still a chance that the outcome will not be exactly what you had in mind. That is why it is so important to identify a valid option that is plausible and achievable. Being overconfident in an unlikely outcome can lead to adverse results.

Decision-Making Styles:

Most individuals fall along a spectrum between being completely decisive or indecisive.

Here are a few examples:


- **Completely decisive** – Ability to make excellent decisions quickly in every situation.
- **Analyze first and then decide** – style is more analytical. Some project managers insist on having all the facts before they make a decision, no matter how long data-gathering takes.
- **Analysis paralysis** – People who suffer from this syndrome cannot reach a decision, even when presented with all the criteria. They are decisive only when forced by deadlines or emergencies.

Annex III – Proposed feedback questionnaire

Which three points did you learn during this session?

1. Which tool and when will you apply in practice as first and why?
2. What was the AHA moment(s) for you?
3. Did you feel like the building blocks were useful to understand the concepts and its connection to the competence development?
4. On scale from 1 to 10, where 10 is the best, how would you evaluate this activity?

3.6 Teamwork

Name of the activity:	Common building a house
Competence(s) target:	Main competence: Teamwork Side competences: <ul style="list-style-type: none"> • Problem solving • Leadership • Strategic and innovative thinking
Duration	Total: 2h 30 min <ul style="list-style-type: none"> • Mind Map – What is teamwork?: 15 min - Debriefing (I): 10 min • Practice, improve and develop teamwork: 30 min - Debriefing (II): 15 min • Presentation of theory of Belbin’s Team roles: 15 min • Confrontation: 20 min - Debriefing (III): 10 min • Rules of good teamwork: 15 min - Debriefing (IV): 5 min • Evaluation: 10 min
Number of participants:	Multiplication of 8 people (groups of 8, 16, 24)
Materials needed:	Materials for one group of 8 people* <ul style="list-style-type: none"> • BBU Materials: 1 set of building blocks  <ul style="list-style-type: none"> • Alternative materials: stones, pasta, wooden blocks

	<ul style="list-style-type: none"> • Additional materials: <ul style="list-style-type: none"> - 2 x A4 Papers, - 2 x Pens, - 2 x Blindfolds, - 2 (pairs) x Thick garden gloves <p>*Number of materials should be multiplied according to the number of groups</p> <p>Materials for the Mind Mapping:</p> <ul style="list-style-type: none"> - Large piece of papers, - Colorful markers
Objectives and/or Learning Outcomes	<p>After the realization of the activity the participant will:</p> <ul style="list-style-type: none"> - get the theoretical knowledge about the teamwork; - gain self-reflection about own teamwork competencies; - be able to define team's role; - be able to identify which team's role the one is taking in particular situation; - learn how to cooperate well with others. <p>At the end of the learning process the participant will know what the term teamwork means. He will be able to define the main roles in the team. He will also gain self-knowledge about own functioning in the team - what roles he is choosing. The cooperation in the team should be improved.</p>
Description of the scenario/simulation game:	<ul style="list-style-type: none"> • Mind Map – What teamwork is? <p>Work in a group of 4 people. Preparing the Mind Map and presentation.</p> <p>- Debriefing I (<i>see questions in Debriefing section</i>)</p> <ul style="list-style-type: none"> • Practice, improve and develop teamwork: <ol style="list-style-type: none"> 1. Division of participants into the group of 8 people. 2. Assigning roles for the participants in the group (it can be done by educator or participants can choose their role themselves). <p>Roles in the group of 8:</p>

	<ul style="list-style-type: none"> - 2 people are observers (they observe the cooperation process, adopted roles, they write down what supports and what hinders cooperation and completing the task) - 2 people are blindfolded - 2 people have thick garden gloves - 2 people have no restrictions. <p>Each team gets the same building blocks.</p> <p>3. Task: build a house: 4 walls + roof The task is to build a house from blocks, using mutual roles and skills.</p> <ul style="list-style-type: none"> - Debriefing II (<i>see questions in Debriefing section</i>) <ul style="list-style-type: none"> • Presentation of theory of Belbin's Team roles (<i>see Annex I</i>) <ul style="list-style-type: none"> • Confrontation <p>Confrontation of the theory with experiences of participants during the activity and observers. Discussion of participants.</p> <ul style="list-style-type: none"> - Debriefing III (<i>see questions in Debriefing section</i>) <ul style="list-style-type: none"> • Rules of good teamwork – in the group of 4 develop at least 5 rules of good teamwork. Presentation of works. <ul style="list-style-type: none"> - Debriefing IV (<i>see questions in Debriefing section</i>) <ul style="list-style-type: none"> • Evaluation <p>Alternative version of main task: Groups of 8 people. Each group lists 3 items (e.g., shoes, laptop, skyscraper etc.). The educator writes them down on a blackboard / piece of paper. There are 2 observers as in the basic version (observers observe the cooperation process, adopted roles, differences in the individual three phases of the exercise).</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Build the first listed item together. 2. Build the second listed item together according to the rules in the basic version. 3. Build the third item together - you can't talk in this version.
Instructions and/or role of the participants:	<ul style="list-style-type: none"> • Mind Map – What teamwork is? <p>Create groups of four and take the chosen place.</p>

Each team receives a large sheet of paper and colored markers.
In groups prepare a Mind Map. The topic is **Teamwork**.
Presentation of the group's work on the forum.

- Debriefing I

- **Practice, improve and develop teamwork:**

The educator can divide the participants in the group of 8 people. One of methods of random selection can be adopted e.g., counting, color drawing, according to the month of birth etc. It should be paid special attention to mixed in one group of different participants.

Assigning roles for the participants in the group (it can be done by educator or participants can choose their role themselves).

There are 8 people in the group, and everyone has their own role:

- 2 people are observers (they observe the cooperation process, adopted roles, they write down what supports and what hinders cooperation and completing the task)
- 2 people are blindfolded
- 2 people have thick garden gloves
- 2 people have no restrictions

Each team has the needed materials on the table so they could easily take the appropriate materials for their roles.

Each team gets the same set of building blocks.

The educator gave the group the main task.

Your task in the group is to build a house with 4 walls + roof. It is important that houses need to be stable. The task is to build a house from blocks, using mutual roles and skills. Only cooperation, mutual assistance and a good strategy will allow you to be successful. During the activity you cannot change your roles. Observers can only make notes – it's not allowed for them to make any suggestion for the working team. You have 30 minutes to do the task.

After 30 minutes each group presents their work. The observes can share their comments and notices.

- Debriefing II

- **Presentation of theory of Belbin's Team roles**

Sharing the paper or presentation with description of team roles according to Belbin's theory. Participants need to know the roles defined

	<p>in the theory, the main concept of every role, also advantages and disadvantages.</p> <p>Confrontation of the theory with experiences of participants during the activity and observers' notes. Time for reflection and discussion in group of 8 (the same as in previous part of activity). Presentation of conclusions by a representative person from the group.</p> <p>- Debriefing III</p> <ul style="list-style-type: none"> Rules of good teamwork – in the group of 4 develop 5 rules of good teamwork. Presentation of works. <p>- Debriefing IV</p>
Debriefing questions:	<p>Debriefing I - Use the ones you consider more necessary for your participants and their learning process What was easy and difficult for you in this task? What surprised you in the idea of other groups? How was the teamwork in your groups of 4?</p> <p>Debriefing IV - Use the ones you consider more necessary for your participants and their learning process How was the work in your team? Are you satisfied with your results? Why yes/no? What could be changed in your teamwork? What were the strengths and weaknesses in your teamwork? How could it be improved? What roles have you taken?</p> <p>Debriefing III How to use the potential of everyone in teamwork? If the potential of every person in the group was used during the practice?</p> <p>Debriefing IV Are the rules easy to implement in the future work?</p>
Description of the evaluation method of the activity:	<p>Feedback collected from participant:</p> <ul style="list-style-type: none"> How have I felt during this activity? What I have learnt about teamwork? What I have learnt about myself? What could be improved or changed? <p>Or</p> <p>I. Evaluation questionnaire - Annex II</p>

Annex I - Proposed theory

- **Belbin team's roles**

The nine Belbin Team Roles enable managers and team leaders to build successful teams that capitalize on the strengths of individual team members. A team with the right blend of Team Roles has more chance of achieving its objectives than an unbalanced team with similar personalities. Teams can become unbalanced if all team members assume similar roles within the team. If team members share the same kind of weaknesses, those weaknesses tend to be magnified and reflected in the team as a whole. Likewise, if team members have the same strengths, they may instinctively compete for the tasks and responsibilities that suit their personality styles.

The Belbin Team Roles consist of:

1. Shaper (SH)
2. Implementer (IMP)
3. Complete-Finisher (CF)
4. Coordinator (CO)
5. Team Worker (TW)
6. Resource Investigator (RI)
7. Plant (PL)
8. Monitor-Evaluator (ME)
9. Specialist (SP)

- Action oriented roles: SH, IMP, CF
- People oriented roles: CO, TW, RI
- Thought oriented roles: PL, ME, SP

- Action Oriented Roles

Shaper (SH)

Shapers are people who drive the team forward, ensuring that they meet deadlines and achieve objectives. Shapers are dynamic and competitive people who seek to challenge their teammates and look for different ways to overcome obstacles. Extroverted and passionate, the Shaper's pioneering and courageous attitude ensures the team keeps moving and does not lose focus or momentum.

Strengths: Dynamic, driven, courageous, competitive, and thrive under pressure. They have the drive and courage to meet challenges head-on.

Allowable weaknesses: Can be susceptible to provocation and have trouble working with less ambitious people. May sometimes offend people and hurt their feelings.

Implementer (IMP)

Implementers are people who get things done. Of the nine Belbin Team Roles, Implementers are the ones most likely to turn ideas and concepts into practical actions. Conservative by nature, Implementers are disciplined and task-oriented people who excel in creating and implementing business strategies.

Strengths: Practical and dependable. Implementers turn ideas into actions and organize the workload to ensure that the team completes tasks quickly and efficiently.

Allowable weaknesses: Often stubborn and averse to adopting new ideas and working practices.

Complete-Finisher (CF)

Completer-Finishers are people who ensure that the team completes projects to the highest standards. Conscientious and with an eye for detail, Complete-Finishers pay attention to the smallest details in their quest for perfection. Of all the types of team roles, Complete-Finishers are the most concerned with meeting deadlines. Work colleagues often describe Complete-Finishers as perfectionists who are orderly and conscientious but are also hesitant to delegate.

Strengths: Perfectionists who are orderly, conscientious, and observant. Complete-Finishers work to an exceptional standard and expect their teammates to do the same.

Allowable weaknesses: Inclined to worry unduly. Reluctant to delegate.

- People Oriented Roles

Coordinator (CO)

Coordinators assume the traditional team-leader role and focus on the team's objectives. Coordinators take it upon themselves to guide and manage the team. They delegate where

necessary and encourage people to contribute to the team. People who assume the Coordinator role take an interest in their colleagues and can recognize the value that each person brings to the table. They are calm, confident, and good-natured, and they know how to help people achieve their full potential.

Strengths: Calm, tolerant and natural leaders. Coordinators have a positive attitude towards work and are always looking for ways to get the most out of their teammates.

Allowable weaknesses: Coordinators may delegate too much personal responsibility, and their colleagues may view them as being manipulative.

Team Worker (TW)

Team Workers are helpful, accommodating, and keen to ensure that people within the team work well together. It is also the most diplomatic and sensitive of the nine Belbin Team Roles. They often assume the role of negotiators within a team. Team Workers try to avoid conflict and prioritize team cohesion over their own performance. Their caring and understanding nature means that Team Works are often popular with other members of the team.

Strengths: Diplomatic, empathetic, cooperative, and perceptive. Good listeners who aim to avert friction and conflict within a team.

Allowable weaknesses: Have a tendency to be indecisive in pressure situations. Avoids confrontation. Often maintains neutral positions during discussions and decision-making.

Resource Investigator (RI)

Resource Investigators are innovative and curious by nature. They are always looking for different ways in which to work. People who fill the Resource Investigator role seek to explore different options, nurture relationships, and negotiate on behalf of the team. They are enthusiastic and outgoing people who are happy to work with external stakeholders. Resource Investigators are adventurous and extroverted people, which often leads people to be receptive to them and their ideas.

Strengths: Outgoing and enthusiastic. Keen to explore different ways of working. Proficient at building and developing contacts.

Allowable weaknesses: Resource Investigators can lose interest quickly and are often over-optimistic.

- Thought Oriented Roles

Plant (PL)

The Plant is the creative innovator of the nine Belbin Team Roles. They often come up with different ideas and approaches and are proficient at solving problems in unconventional ways. When given the time to think about solving difficult problems, Plants will often discover surprising and innovative ways to overcome obstacles. Because their ideas are often so unconventional, Plants can be impractical. They are also poor communicators and prefer to work apart from the team.

Strengths: Creative, imaginative, free-thinking people able to solve complex and challenging problems.

Allowable weaknesses: Plants find it difficult to handle criticism. They are introverted, impractical and often preoccupied with their own tasks to communicate effectively. Plants can be also difficult people to work with.

Monitor-Evaluator (ME)

Monitor-Evaluators bring a strategic aspect to the team and are at their best when testing ideas that other people come up with. They have the ability to make impartial judgements and can weigh up the pros and cons of a decision in a practical manner. Monitor-Evaluators think critically about themselves and those around them. People often view Monitor-Evaluators as being detached or unemotional. Monitor-Evaluators are usually poor motivators and tend to react to events rather than instigating them.

Strengths: Strategic and analytical. Monitor-Evaluators have a logical eye and are well-equipped to make unbiased decisions.

Allowable weaknesses: Maintain intellectual reasoning for too long and can be overly critical, impassive, and distant.

Specialist (SP)

Specialists bring to the team a high level of expertise in a particular field. They pride themselves on their skills, knowledge and abilities, and they strive to maintain their professional status. Specialists are the experts in the team, and their job is often to provide technical support to teammates and clients.

Strengths: An immeasurable source of knowledge in their field. Dedicated and highly professional, Specialists are the “experts” of the 9 Belbin Team Roles.

Allowable weaknesses: Dwell on the technicalities. Specialists often limit their contributions to their area of expertise, and they often lack the social interaction skills of many of their colleagues.


- **Useful link:**

<https://www.accelerate.uk.com/training-tools/belbin/nine-belbin-team-roles/>

Annex II – Proposed evaluation questionnaire

1. What is your general impression about the activity experience? (1=“ not satisfied at all”; 5= “Very satisfied”)
2. Do you think that the methodologies used were appropriate for your learning expectations? (Yes, Sometimes, No)
3. What is your general impression about the activities? (1=not satisfied at all; 5= Very satisfied)
4. Which part of the activity did you find more useful and why?
5. Which one did you find less useful and why?
6. What would you change in this training experience?

3.7 Empathy and ability to build relationships

Name of the activity:	The empathy tower & the relationships bridge
Competence(s) target:	Main competence: Empathy and ability to build relationships Side competences: Teamwork, Flexibility and adaptability, Negotiation Skills
Duration:	Total: 2 h <ul style="list-style-type: none"> • Define the concept of empathy: 30 min - Debriefing (I): 15 min • Practice, improve and develop empathy: 30 min - Debriefing (II): 15 min • Benefits of empathy at work: 10 min • Tips for being more empathetic in a professional setting: 5 min • Evaluation: 15 min
Number of participants:	Approx. 20 participants
Materials needed:	<ul style="list-style-type: none"> • BBU materials: Building blocks  <ul style="list-style-type: none"> • Additional materials: labels, pens
Objectives and/or Learning Outcomes	<p>The objective of this activity is for the participants to get familiarized with the importance of empathy and building relationships, not only in their personal life, but also in the professional life. As well as understanding and developing the main pillars of empathy (listening, understanding, verbal expression).</p> <p>At the end of this activity the participants should be able to understand the importance of empathy and building relationships in the labor market, to</p>

	identify which pillar of empathy needs to work on more in order to develop this competence.
Description of the activity:	<p>This activity is composed of four main phases. Each phase contains a part of theory and one of practice.</p> <ul style="list-style-type: none"> Define the concept of empathy <p>Each participant will be asked to create their own tower of empathy, in which they have to write one key word on each building block (10 pieces).</p> <p>In groups of 5 (the number can vary, according to the total number of participants), they need to share the words from their tower and then create a common tower of 10 key words related to empathy, after debating and reaching an agreement upon the 10 key words most important for all of them.</p> <p>The same dynamic will be repeated in groups of 10 participants and finally the whole group will have to create their common tower of 10 building blocks and key words defining empathy.</p> <p>The participants will present the final common tower and the educator will present to them some definitions of empathy (<i>see Annex I – proposed theory I</i>) and will raise some debriefing questions (<i>see questions in the Debriefing section</i>) regarding the process of agreeing upon the common words.</p> Practice, improve and develop empathy <p>The educator will conclude the debriefing of the first part of the activity, by explaining the pillars of empathy (listening, understanding, verbally expressing- (<i>see Annex I - Proposed theory II</i>)) and introduce the following exercise/working scenario:</p> <p>In couples they need to work on the construction of 2 identical bridges made out of building blocks. The 2 bridges have to be identical in terms of number of building blocks, position, and colors. They need to use 3 colors in the construction of the bridge. Each color represents one of the pillars of empathy (listening, understanding, verbal expression), in order to provide a visual representation of these abstract concepts.</p> <p>However, they will have “special” working conditions in which none of the couple will be able to see the other’s bridge while building it, as they will sit back-to-back, therefore they will need to practice active listening, deep understanding, and clear verbal expression.</p>

	<p>Each couple will present their bridges and the educator will raise some debriefing questions (<i>see questions in the Debriefing section</i>) regarding the building and communication process in the couples.</p> <ul style="list-style-type: none"> • Benefits of empathy at work <p>The educator will conclude the second debriefing by presenting some benefits of empathy at the workplace and providing some tips to the participants on how to become more empathetic. This explanation will be also done using the building blocks, creating a pyramid. The pyramid represents the visual representation of a workplace, and each building block represents a benefit of empathy at the workplace.</p> <p>While explaining each benefit of the empathy at the workplace (<i>see Annex I - Proposed theory III</i>), the educator will add a building block to the pyramid.</p> <ul style="list-style-type: none"> • Tips for being more empathetic in a professional setting <p>When the pyramid will be finished, the educator will explain that the base of the pyramid is represented by each of the members of a team and it is important to continuously develop our empathy for our personal and professional development, as well as for a healthy workplace environment. The educator will therefore provide keys to becoming empathetic (<i>see Annex I - Proposed theory IV</i>).</p> <ul style="list-style-type: none"> • Evaluation
<p>Instructions and/or role of the participants:</p>	<ul style="list-style-type: none"> • Define the concept of empathy: <ul style="list-style-type: none"> - Each of you need to create your own tower of empathy, in which you need to write one key word on each building block (10 pieces). -Do the same thing, but in groups of 5, share the words from each of your towers and then create a common tower of 10 key words related to empathy -Repeat the task in groups of 10 - Create a common tower of the entire group -Present the final common tower - Debriefing (I) <ul style="list-style-type: none"> • Practice, improve and develop empathy:

	<p>In couples you need to work on the construction of 2 identical bridges made out of building blocks. The 2 bridges have to be identical in terms of number of building blocks, position, and colors. You need to use 3 colors in the construction of the bridge, as each color represents one of the pillars of empathy (listening, understanding, verbal expression) and you will build the Bridge of Empathy.</p> <p>However, you have “special” working conditions in which none of you will be able to see the other’s bridge while building it, as you will sit back-to-back, therefore you will only be able to talk to each other.</p> <p>Each couple will present their bridges.</p> <p>- Debriefing (II)</p>
Debriefing questions:	<p>Debriefing (I) - Use the ones you consider more necessary for your participants and their learning process</p> <p>Was it difficult for you to decide upon the 10 key words most important for you regarding empathy? How was the process of debating and agreeing on common words? Were the words rather similar among all of you or totally different? Did you reach a compromise easily in all the phases (small groups, medium-sized groups, big groups)?</p> <p>Debriefing (II) - Use the ones you consider more necessary for your participants and their learning process</p> <p>What do you think about the final results obtained? How was the communication with your partner? Did you feel listened to? Did you listen? Did you plan together with your partner before starting building? Why do you think empathy and building relationships are important at the workplace?</p>
Description of the evaluation method of the activity:	<p>Open questions and/or feedback questionnaire <i>(see Annex II)</i></p>

Annex I - Proposed theory

- **Proposed theory (I)**

Here are some examples of empathy definitions:

- “Sensing others’ feelings and perspectives and taking an active interest in their concerns; the ability to put yourself in another's place and to take that perspective into account in your relationship with the other person”. (The institute for social-and emotional intelligence)
- “The capacity to know emotionally what another is experiencing from within the frame of reference of that other person, the capacity
- “To empathize means to share, to experience the feelings of another person”. (R. R. Greenson)
- “To sample the feelings of another or to put oneself in another’s shoes”. (D. M. Berger)

- **Proposed theory (II)**

The main pillars of empathy and building relationships are:

- **Listening** for another’s emotional state and having sensitivity for the other person’s feelings, is arguably the first step
- **Understanding** what that person might be feeling or experiencing at this moment, both cognitively and emotionally.
- **Verbally expressing**, communicating, and acknowledging our perception of the “internal frame of reference of another” and our “sense of similarity of feelings.”

- **Proposed theory (III)**

Benefits of practicing empathy at work:

- Take the optimal time and attitude to understand the needs of collaborators or colleagues. This way you can provide them with the support they need to move forward, to meet challenges or to solve difficulties.

- Have the right attitude when reaching agreements, to resolve conflicts. Listening, understanding all parties, and taking into account the point of view of all those involved makes it much easier to reach a common agreement, rather than giving an order unilaterally.
- Understanding and providing colleagues and collaborators with what they need to move forward creates a sense of trust and strengthens relationships leading to greater collaboration and improved productivity.
- Feeling understood, listened to, and respected for our way of thinking helps to be more open when expressing our emotions. So, we can relate more honestly and feel valued for who we are without fear of being judged.
- Thanks to the "mirror neurons" being empathetic we will infect others to be, creating an environment of connection that will make the working environment much more pleasant and enriching.

- **Proposed theory (IV)**


Tips for being more empathetic in a professional setting:

- Viewing a situation in terms of how others feel, from a different perspective, but without getting so emotionally invested
- Being objective
- Balancing empathy in such a way that organizational results are met without burdening well-being
- Establishing rapport with colleagues
- Showing reasonable concern and support for colleagues in every way possible to help them perform and grow;
- Practicing active listening without interrupting and reflective listening by paraphrasing
- Avoiding quick judgment;
- Using appropriate non-verbal cues;
- Validating the other people's perspective (this does not mean agreement, but simply that you understand where they are coming from)

Annex II – Proposed evaluation questionnaire

1. What was the best thing in this activity that helped you understand the concepts better?
2. What was the most difficult thing to understand?
3. What was the most important thing that you learnt?
4. Do you think this activity was helpful to become more empathic and to build easier relationships at work?
5. Why do you think it is important to be empathic and to build relationships in your professional life?

3.8 Problem solving

Name of the activity:	How to solve it?
Competence(s) target:	Main competence: Problem solving Side competences: Decision making, Collecting and processing information, Teamwork.
Duration:	Total: 2 h <ul style="list-style-type: none"> • Practice, improve and develop problem solving: <ol style="list-style-type: none"> 1. Choice of problem situation: 10 min 2. How is it?: 30 min 3. Why is it not what it should be?: 10 min 4. What should it be?: 30 min • Stages of problem solving: 20 min • Debriefing: 10 min • Evaluation: 10 min
Number of participants:	Approx. 20 participants
Materials needed:	BBU materials: 5 sets of building blocks*  Alternative materials: 5 sets of wooden blocks/stones/ pasta. * Number of sets depends on the size of the group. The 5 sets are proposed for a group of 20 participants – work in 5 groups of 4 participants each.
Objectives and/or Learning Outcomes	After completing the activity, the participants will: <ul style="list-style-type: none"> - know the stages of problem solving; - develop own skill of problem solving; - improve teamwork and cooperation. At the end of the learning process the participant will know what problem solving is and will know the stages of problem solving. He will

	be able to define, analyze and solve identified problems. The participant will also better work in a team.
Description of the scenario/simulation game:	<ul style="list-style-type: none"> • Practice, improve and develop problem solving: <p>The activity consists of several stages which should be implemented in the groups of 4 people:</p> <ol style="list-style-type: none"> 1. Choice of problem situation. Discussion – participants share problematic situations that they have and select one of the problematic situations that they will work on during the activity. <p>Example of problematic situations:</p> <ul style="list-style-type: none"> - Division of the task in the team of the colleagues at work (or students during project activity) - <i>e.g., some of them have more tasks what can be presented by the construction of bigger amount of building blocks;</i> - Discussion between husband and wife about where to go on holiday: mountains or the sea. <i>From the building blocks the “arguments” representing each option can be built.</i> <ol style="list-style-type: none"> 1. How is it? Presenting a problem situation with a scene built of building blocks and stopped in the present time. All groups have the same set of building blocks. Presentation - discussion of the situation. 2. Why is it not what it should be? – Analysis of the current situation. 3. What should it be? – Changing the present situation into the future one – how the problem situation could be solved – ideal situation. Changing the scene with building blocks of problem situations (from point 2.) <p>Exchange of boards with scenes of building blocks between groups. Or continuation of work in the same group (depends on the problem’s situation).</p> <p>Presentation of the solution to the problem.</p> <ul style="list-style-type: none"> • Stages of problem solving. Participants in the same groups of 4 people try to define the stages of problem solving on the base of carried out activity.

	<p>Confrontation of groups' stages of problem solving. Sharing the theory of Six steps of problem solving with participants (see Annex I).</p> <ul style="list-style-type: none"> • Debriefing (see question in the Debriefing section) • Evaluation (see Annex II)
<p>Instructions and/or role of the participants:</p>	<ul style="list-style-type: none"> • Practice, improve and develop problem solving: <p>Division of participants in the groups of four. One of methods of random selection can be adopted e.g., counting, color drawing, according to the month of birth etc. It should be paid special attention to mixed in one group of different participants.</p> <ul style="list-style-type: none"> • Choice of problem situation. <p>Participants are working in the groups of 4 people.</p> <ul style="list-style-type: none"> • Please think about different problematic situations you have to deal with at present time. It might be some bigger issue or small one. It depends on you. • Discussion – Share in your groups problematic situation that you have • Select together one of the problematic situations that you would like to work with during the activity. Remember that all four team members will be working on this situation not only the idea giver. • How is it? <p>Presenting a problem situation with a scene built of building blocks and stopped in the present time.</p> <ul style="list-style-type: none"> • You have a set of building blocks. Use these to present the actual problem situation you have chosen in the previous phase of this activity. • Present the buildings your group have created – described the problematic situation. • Why is it not what it should be? <p>Analysis of the current situation.</p>

	<ul style="list-style-type: none"> • Try to list in the groups of four what are the reasons, roots of the actual situation. • What should it be? <p>Changing the presented situation into the future one – how the problem situation could be solved – ideal situation. Changing the scene with building blocks of problem situations (from point 2.).</p> <p>Exchange of boards with scenes of building blocks between groups. Or continuation of work in the same group (depends on the problem's situation).</p> <ul style="list-style-type: none"> • Please think about the possible solutions to the problem situation and choose the best one. Change the scene built in the previous part of the activity into the new one – how it could look like with the problem solved. Present the best, ideal situation. • Discuss in the groups the ideas what need to be done to change the situation and achieve the best solutions. • Present the solution to the problem to the other groups. • Stages of problem solving. <p>Participants in the same groups of 4 people try to define the stages of problem solving on the base of carried out activity.</p> <ul style="list-style-type: none"> • Discuss and define the main stages of problem solving. • Present the stages of problem solving on the forum <p>Educator shares the theory of Six steps of problem solving with participants (<i>see Annex I</i>).</p> <ul style="list-style-type: none"> • Debriefing • Evaluation
Debriefing questions:	<p>Debriefing - Use the ones you consider more necessary for your participants and their learning process</p> <ul style="list-style-type: none"> • What was easy and difficult for you in this task? • Are you satisfied with your results? Why yes/no? • Have you changed the perspective on problem solving? • Or on the particulars problems you need to deal with? • What surprised you in the ideas of other groups?

Description of the evaluation method of the activity:	<ul style="list-style-type: none"> • What depends on me? What doesn't depend on me?
	Feedback collected from participant: <ul style="list-style-type: none"> • How have I felt during this activity? • What I have learnt about problem solving? • What I have learnt about myself? • What could be improved or changed? <p>Or</p> <p>I. Evaluation questionnaire – see Annex II</p>

Annex I – Proposed theory

- “The Six Steps of problem solving:

1. Define the Problem

Step One is about diagnosing the problem – the context, background, and symptoms of the issue. Once the group has a clear grasp of what the problem is, they investigate the wider symptoms to discover the implications of the problem, who it affects, and how urgent/important it is to resolve the symptoms.

2. Determine the Root Cause(s) of the Problem

Once all the symptoms are found and the problem diagnosed and an initial definition agreed, the group begins to explore what has caused the problem. At this stage, the group may return to step one to revise the definition of the problem.

3. Develop Alternative Solutions

Analytical, creative problem solving is about creating a variety of solutions, not just one. Often the most obvious answer is not the most effective solution to the problem. The group focuses on:

- Finding as many solutions to the problem, no matter how outlandish they may seem.
- Looking at how each solution relates to the root cause and symptoms of the problem.
- Deciding if different solutions can be merged to give a better answer to the problem.

At this stage it is not about finding one solution but eliminating the options that will prove less effective at dealing with both the symptoms and the root cause.

4. Select a Solution

In the fourth step, groups evaluate all the selected, potential solutions, and narrow it down to one. This step applies two key questions.

1. Which solution is most feasible?
2. Which solution is favored by those who will implement and use it?

Feasibility is ascertained by deciding if a solution:

- Can be implemented within an acceptable time frame?
- Is cost effective, reliable, and realistic?
- Will resource usage be more effective?
- Can adapt to conditions as they evolve and change?
- Its risks are manageable?
- Will benefit the organization/
- Which solution is favored?

Acceptance by the people who will use and implement the solution is key to success.

5. Implement the Solution

Once the solution has been chosen, initial project planning begins and establishes:

- The project manager (if needed)
- Who else needs to be involved to implement the solution?
- When the project will start.
- The key milestones
- What actions need to be taken before implementing the solution
- What actions need to be taken during the implementing the solution
- Why are these actions necessary?

6. Evaluate the Result



The project implementation now needs to be monitored by the group to ensure their recommendations are followed.

- **Useful link:** <http://www.free-management-ebooks.com/news/six-step-problem-solving-model/>

Annex II – Proposed evaluation questionnaire

1. What is your general impression about the activity experience? (1=“ not satisfied at all”; 5= “Very satisfied”)
2. Do you think that the methodologies used were appropriate for your learning expectations? (Yes, Sometimes, No)
3. What is your general impression about the activities? (1=not satisfied at all; 5= Very satisfied)
4. Which part of the activity did you find more useful and why?
5. Which one did you find less useful and why?
6. What would you change in this training experience?

3.9 Learning Orientation

Name of the activity:	Quick Glance	
Competence(s) target:	Main competence: Learning Orientation Side competences: Time management, Strategic and Innovative thinking.	
Objectives and/or Learning outcome:	This game is aimed at testing and developing the memory of the participants, but also their ability to communicate, work under pressure, come up with a strategy, present your point of view directly, and discover new ways to learn.	
Duration:	Total: 2 hours <ul style="list-style-type: none"> • Icebreaker: 30 minutes • Theory introduction: 10 minutes • Practice, improve and develop the learning orientation: 50 minutes • Debriefing: 10 minutes • Evaluation: 20 minutes 	
Number of participants:	Minimum 6 participants	
Materials needed:	BBU material: - A sufficient amount of LEGO building blocks.	Alternative material: - Classical wooden colored cubes.
		

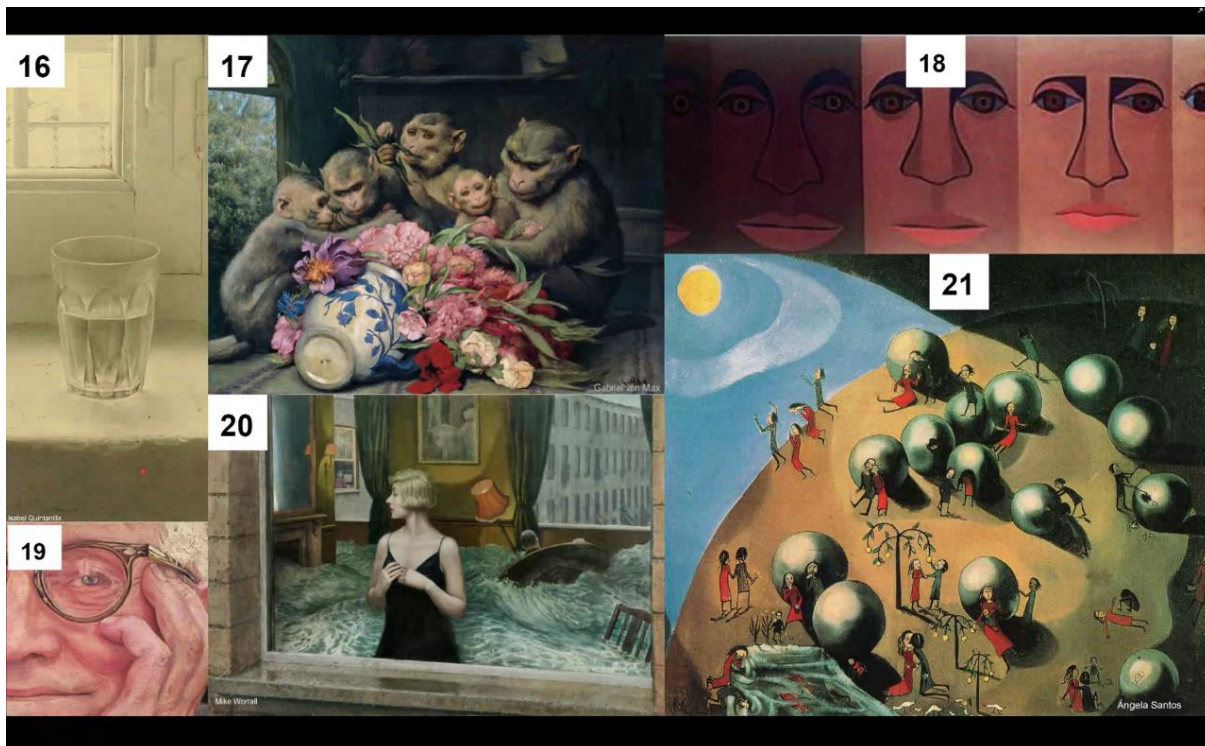
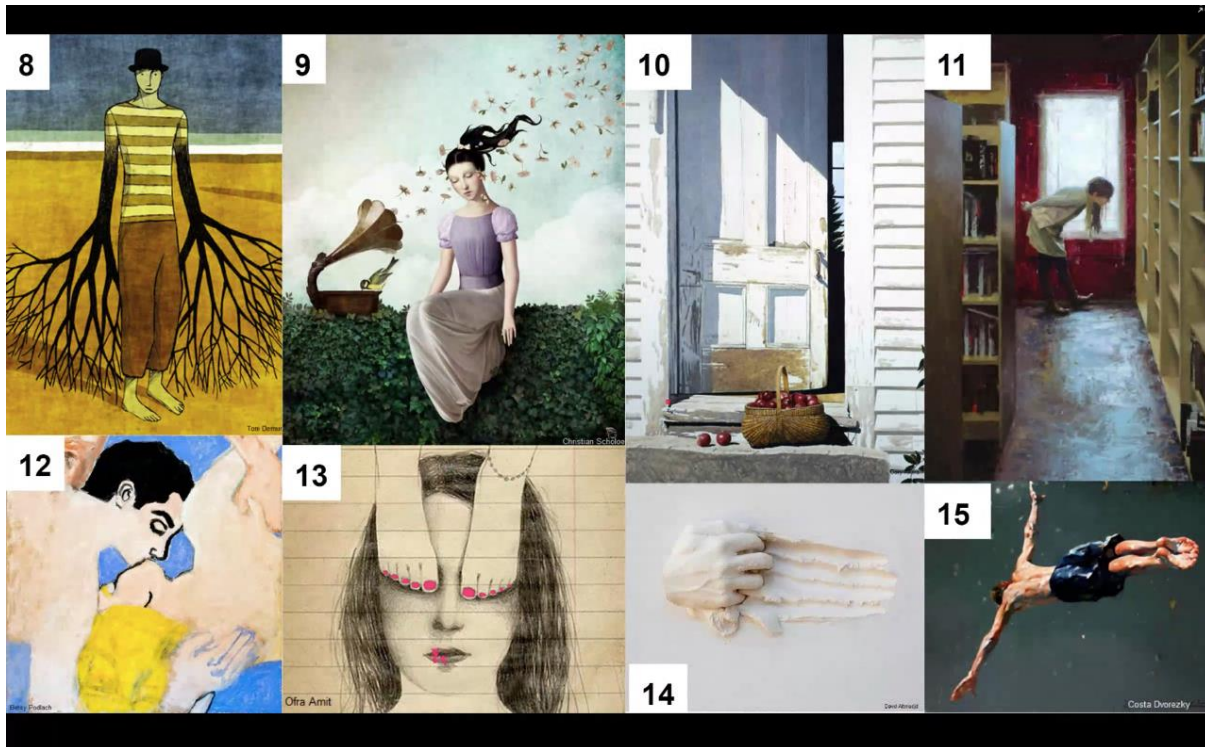
<p>Description of the scenario/simulation game:</p>	<ul style="list-style-type: none"> • Icebreaker: Before introduction the theory and the core activity we suggest to start with an icebreaker activity. We suggest using the “Picture Me” activity, which is a light-hearted way of introducing participants. Print out some pictures showing different feelings (not necessary of people or animals or other images that may inspire feelings) (<i>see Annex I</i>). 1. Show participants for 5 minutes 21. Pictures, from which they can chose one. 2. Give them then 10 minutes to think why they chose that picture a how it is connected to their personality. 3. Provide a group discussion, ideally let all participants to speak about it. • Theory introduction: Before starting the activity, take a couple of minutes to introduce the topic of Learning orientation and its importance. (<i>see Annex II</i>) • Practical, improve and develop the learning orientation: Divide the participants into groups. Build a small structure out of the building blocks, hide it under a sheet or a piece of fabric and give each group enough building blocks (and then some extra), for them to be able to replicate it. Make sure that all teams are the same distance from the demonstration structure. Make the game around 4 or 5 rounds long. With each round, make the next structure more complicated. Also, each of the next rounds give the team that won the last game an extra 5 second head start, as a reward for winning, and as an incentive for the other teams to do well. Head starts don't add up (only one team a 5sec start each game). • Debriefing (<i>see questions in the Debriefing section</i>) • Evaluation (<i>see Annex III</i>)
<p>Instructions and/or role of the participants:</p>	<ul style="list-style-type: none"> • Practice, improve and develop the learning orientation <p>At the beginning, you will be shown a structure for 30 seconds. The structure will then be covered, so you can't see it. After 30 seconds, one member of each team can come to the demonstration building and look at it for 10 seconds. Then no one can look at it again for another 30 seconds, while those who looked can share their findings with their team. Next, once again, one member of each team can come forward and watch the construction for another 10 seconds. But it must be a different player than the last one. This cycle continues until one of the teams manages to build an exact copy of the demonstration structure.</p>

	<ul style="list-style-type: none"> • Debriefing
Debriefing questions:	<p>Use the ones you consider more necessary for your participants and their learning process:</p> <ul style="list-style-type: none"> • What method of remembering the structure during your turn did you use? • Was it easy or hard to communicate with other participants? • How could you make the exchange of information better? • Would there have been another way to pass on the look of the structure to your teammates? • What impact did you have on the team?
Description of the evaluation method of the activity:	Feedback collection from participants. <i>(see Annex III)</i>

Annex I

“Picture me” Icebreaker - Proposed pictures





Annex II – Proposed theory

Research on motivational goals in an achievement context has identified two different types of underlying goals. One is learning goals, in which people are concerned with increasing their competence. Under learning orientation, the aim is to increase competence by learning or mastering a new task. Under performance orientation people are concerned with gaining favorable judgments of their competence and to avoid unfavorable ones.

Performance-oriented students may not exert effort to change their study habits if they receive negative feedback because they may tend to attribute failure to the lack of their own ability. In contrast, learning-oriented students may exert effort to improve their study habits even when they encounter negative outcomes, and the failure is attributed to their own fault. Learning-oriented people are less likely to stop learning when they obtain either satisfactory or unsatisfactory outcomes. Their actions are less influenced by the outcome of the previous actions. Perhaps the primary concern of learning-oriented people may be the learning process itself. They are more interested in the process of improving themselves than in the immediate outcomes of a certain action. In contrast, performance-oriented people are likely to behave according to immediate outcomes. If they perform poorly, they will exhibit a pattern of helpless behaviors. If they perform well, they will show mastery oriented. That is, the outcome appears to be the primary concern for performance-oriented people.

The Learning orientation focuses on the tendency or habit of seeking to increase one's knowledge and skills; toward valuing the learning process as a means to accomplish mastery over a task; toward being interested in challenging activities; and toward using information seeking as a personal strategy when problem solving.

Source:


[researchgate.net](https://www.researchgate.net)

[insightassessment.com](https://www.insightassessment.com)

Annex III – Proposed feedback questionnaire

1. Which three points did you learn during this session?
2. Which tool and when will you apply to practice as first and why?
3. What was the AHA moment(s) for you?
4. Did you feel like the building blocks were useful to understand the concepts and its connection to the competence development?
5. On scale from 1 to 10, where 10 is the best, how would you evaluate this activity?

3.10 Negotiation skills

Name of the activity:	The power-tower of negotiation
Competence(s) target:	<p>Main competence: Negotiation skills</p> <p>Side competences:</p> <ul style="list-style-type: none"> • Teamwork • Decision making • Leadership • Flexibility and Adaptability
Duration:	<p>Total: approx. 2 h</p> <ul style="list-style-type: none"> • Define the concept of negotiation skills: 30 min - Debriefing (I): 10 min • What type of negotiator are you?: 20 min • Practice, improve and develop negotiation skills: 30 min - Debriefing (II): 10 min • Tips to improve your negotiation skills: 10 min • Evaluation: 10 min
Number of participants:	Approx. 20 participants
Materials needed:	<ul style="list-style-type: none"> • BBU materials: • Customizable puzzles and building blocks <div data-bbox="509 1182 1312 1453">  </div> <ul style="list-style-type: none"> • Alternative materials: Customizable paper puzzles, wooden blocks • Additional materials: Paper sheets, pens, flipchart, markers
Objectives and/or Learning Outcomes	<p>The objective of this activity is for the participants to get familiarized with the importance of the negotiation skills in their personal and professional life. As well as identifying the type of negotiator they are, practice and develop their negotiation skills.</p> <p>At the end of this activity the participants should be able to understand what negotiation skills are and their importance in the labor market,</p>

	identify types of negotiators, practice negotiation skills in a job interview and in a team working environment.
Description of the scenario/simulation game:	<p>This activity is composed of several phases, containing visual and hands-on explanations, practical and theoretical parts:</p> <ul style="list-style-type: none"> Define negotiation skills <p>All the participants will receive a piece of a big puzzle that they need to create as a group.</p> <p>The puzzle, after they assemble, will reveal the definition of the negotiating skills (<i>see Annex I - proposed theory I</i>). However only 5 participants are allowed to assemble it, using all the pieces of the puzzle.</p> <p>Before starting to assemble the puzzle, the participants need to negotiate who will assemble the puzzle and those people need to get all the pieces of the puzzle from the rest of the participants.</p> <p>The participants will present the assembled puzzle and the definition revealed and the educator (<i>see Annex I - proposed theory I</i>) and will raise some debriefing questions (<i>see questions in Debriefing section</i>) regarding the working process.</p> What type of negotiator are you? <p>The educator will ask the participants to write down on a piece of paper a short description about their attitude in the previous exercise, in terms of negotiating. When all the participants finished, the educator introduces the types of negotiator (<i>see Annex I - proposed theory II</i>) and the participants will need to identify their type comparing their short description with the characteristics of each negotiator type.</p> <ul style="list-style-type: none"> Practice and develop negotiation skills <p>The educator will introduce the following exercise/working scenario:</p> <p>The participants will be divided into groups of 4 and 6 (the number can vary according to the total number of participants). The group of 4 participants will get 10 more building blocks than the group of 6. However, none of the groups know the amount of building blocks the other groups have.</p> <p>The participants will have to start the activity with a round of negotiations in which the teams of 4 will need to trade materials in exchange for a person from the groups of 6, in such a way that each team will start building only when they have exactly 5 members.</p>

	<p>Explain that the objective of the exercise is to build the highest tower (the tower should stand still on its own, not to be held by the participants).</p> <p>When the time is over, the educator will measure each teams' tower and decide which team is the winner.</p> <p>The educator will propose some debriefing questions (<i>see questions in Debriefing section</i>)</p> <ul style="list-style-type: none"> • Tips to improve your negotiation skills <p>After each participant discovers what type of negotiator is and gets to practice the negotiation skills in the proposed exercise, the educator will provide the participants with tips (Do your research. Know your value. Don't get discouraged if the offer is lower than you expect. Be grateful, not entitled.) on how to improve their negotiation skills during a job interview. The educator will draw on a flipchart a puzzle made out of 4 pieces. In each piece of the puzzle a tip will be written with a marker, in order to guarantee a visual representation of each concept.</p>
<p>Instructions and/or role of the participants:</p>	<ul style="list-style-type: none"> • Define the concept of negotiation skills <p>All of you will receive a piece (or more) of a big puzzle that you need to create as a group.</p> <p>However only 5 of you are allowed to assemble it, using all the pieces of the puzzle.</p> <p>Before starting to assemble the puzzle, you need to negotiate who will assemble the puzzle and those people need to get all the pieces of the puzzle from the rest of you.</p> <p>When the puzzle is done you need to present the phrase that it reveals.</p> <p>- Debriefing (I)</p> <ul style="list-style-type: none"> • What type of negotiator are you? <p>You will have to write down on a piece of paper a short description about your attitude in the previous exercise, in terms of negotiating.</p> <p>For example: <i>I wanted to be the one to assemble, so I went to the others to convince them to give me their piece. Or I did not care who would assemble so I offered my piece of the puzzle to the first one who came.</i></p> <p>Now, that you all of you finished, I introduce to you</p>

	<p>the types of negotiator (<i>see Annex I - proposed theory II</i>) and you have to identify your type comparing your short description with the characteristic of each negotiator type.</p> <p>Finally, you have to share with the group the identified negotiator type.</p> <ul style="list-style-type: none"> • Practice, improve and develop negotiation skills <p>The objective of the exercise is to create the highest tower which can stand by itself (none of you can support the tower, after the building is completed).</p> <p>You will be divided into groups of 4 and 6 people, but you can start building only when each team has exactly 5 members.</p> <p>You will start the activity with a round of negotiations in which the teams of 4 will need to trade materials in exchange for a person from the groups of 6, in such a way that each team will start building only when they have 5 members.</p> <p>Starting from now you have 20 minutes to negotiate for more materials or members of the team and build the highest tower.</p> <p>Now that the time is over I will measure the highest tower in order to decide the winning team.</p> <p>- Debriefing (II)</p> <ul style="list-style-type: none"> • Tips to improve your negotiation skills during a job interview <p>Negotiating the details of a job offer is part of the process of getting hired. One important thing to remember is that employers are not always open for salary negotiation during the job interview but that doesn't mean that you can't work with an employer to make sure you get a combination of salary and benefits that will work for you.</p> <p>In order to make the process as easy and effective as possible, here are some tips to remember as you negotiate.</p> <p>Do your research.</p> <p>Know your value.</p> <p>Don't get discouraged if the offer is lower than you expect.</p> <p>Be grateful, not entitled.</p>
<p>Debriefing questions:</p>	<p>Debriefing (I) – Use the ones you consider more necessary for your participants and their learning process</p> <p>Was it difficult to reach an agreement about who will be assembling the puzzle? Was the atmosphere rather competitive or collaborative? Did you notice somebody taking initiative in starting the negotiations, proposing ideas, and acting as a leader?</p>

	<p>Debriefing (II) - Use the ones you consider more necessary for your participants and their learning process</p> <p>Was your attitude different than in the first part of the activity, after identifying the type of negotiator are you? Which group did best in your opinion and why? What strategy did you use in order to win? Were you happy with the performance of your group? Did you nominate a leader in your team? How hard was it to get something from the other teams? Did you cooperate with them easily? Was the atmosphere too competitive? Did you divide tasks so everyone could work in parallel? If you had a chance to go through this exercise again, what would you do differently?</p>
<p>Description of the evaluation method of the activity:</p>	<p>Open questions and/or feedback questionnaire (<i>see Annex II</i>)</p>

Annex I – Proposed theory

- **Proposed theory (I) – Definition of the negotiation skills**

Negotiation skills are qualities that allow two or more parties to reach a compromise. These are often soft skills and include abilities such as communication, persuasion, planning, strategizing, and cooperating. Understanding these skills is the first step to becoming a stronger negotiator.

- **Proposed theory (II) - Types of negotiator:**

- **The Avoider**

Prefers not to get involved in the dispute at all

Dislike stress

Avoids situations with “winners” and “losers”

Can be (surprisingly) very difficult to negotiate against

- **The Accommodator**

Resolves conflict by solving the other party’s problem

If the counterpart is similar, he shares the wealth

If the counterpart is not similar, the Accommodator may end up with nothing

- The Competitor

First instinct is to see “zero-sum” allocations (your winning is someone else’s lost and the other way around)

Likes to “win”

May even lie if it’s needed to win

- The Compromiser

Favors deals that give something to each party

Interested in maintaining relationships

Tends to “split the difference”

- The Collaborator

Tries to find a way for both parties to get the best outcome

Willing to be creative and brainstorm

May not be successful against a strong competitor

Annex II – Proposed evaluation questionnaire

1. What was the best thing in this activity that helped you understand better the concepts?
2. What was the most difficult thing to understand?
3. What was the most important thing you learnt?
4. Do you think this activity was helpful to understand, practice and develop your negotiation skills?
5. Why do you think negotiation skills are important for your professional life?

3.11 Leadership

Name of the activity:	Shapes in space
Competence(s) target:	<p>Main competence: Leadership</p> <p>Side competences:</p> <ul style="list-style-type: none"> • Problem solving • Teamwork • Learning orientation • Empathy and the ability to build relationships.
Objectives and/or Learning Outcomes	<p>The objective of this situation is to understand what a leader should be.</p> <p>The figure of the leader is not always seen in a positive way, but the role of the leader is essential to achieve specific objectives.</p> <p>At the end of this activity, the participants should have a clear why the figure of the leader is so important in the world of work, but the role of the leader is not important just to the professional environment but also in many areas of society</p> <p>After completing the activity, the participant will:</p> <ul style="list-style-type: none"> - understand what is leadership; - understand what are the main qualities of a leader; - understand the importance of leadership in a team.
Duration:	<p>Total: 2 h</p> <p>Define the concept of leadership: 25 min</p> <ul style="list-style-type: none"> - Debriefing: 15 min <p>Practice, improve and develop leadership:</p> <p>First round: 20 min</p> <ul style="list-style-type: none"> - Debriefing: 10 min


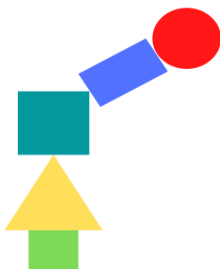
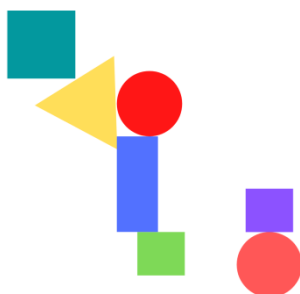
	<p>2. Second round: 20 min</p> <p>- Debriefing: 10 min</p> <p>Qualities of a good leader: 10 min</p> <p>Evaluation: 10 min</p>
Number of participants:	<p>Multiplication of 2 (the team consists of two people)</p> <p>Approx. 20 participants</p>
Materials needed:	<p>BBU Materials: building blocks of various shapes. More the building blocks are colorful and of different sizes, the more the game will be difficult.</p>  <p>Additional materials:</p> <ul style="list-style-type: none"> - Pieces of paper and pens; - Some drawings prepared by the educator in which different figures are drawn designed differently, an example in the following figures: <p>Figure 1:</p> 

Figure 2:



N.B: The number of drawings should be prepared according to the number of groups.

Description of the scenario/simulation game:

This activity is structured in several phases, as described below:

Define the quality of leadership

Working in pairs the groups have to create a diagram of what are the main qualities of a leader in their opinion.

They have to put in the middle of a paper the word "leader" and structure a diagram where the most important qualities are close to the middle and the less important are more distant to the center.

The groups will compare the diagrams and will highlight the same concepts.

The educator will describe the concept of leadership (*see Annex I*) and will discuss with the participants the concepts that in the diagrams are different (*see questions in Debriefing section*).

Practice, improve and develop leadership

First round

The game wants to simulate a work situation, in which there are two workers involved. The first assigns a task to a colleague without sharing with him all the information about the whole work. To achieve the goal, the first worker needs to be able to communicate

calmly and clearly and encourage the other colleague to finish the task.

The educator explains the first round of the game.

The educator assigns to each group two different roles: player 1 (the leader) and player 2 (who is guided). Player 1 has to lead player 2 in the reconstruction of a figure created with different building blocks.

Player 1 has three-piece of paper with different shapes distributed in several ways. Player 1 has to describe player 2 the figure but he/she can't see what player 2 does. Player 2 has to create the figure as player 1 describes.

Player 1 represents the leader and is responsible for conducting player 2 to complete the figure. The figure is the goal of the game and represents the objectives that a group could be reached thanks to the support of the leader.

The leader has to use several qualities to be able to explain the figure to player 2. As in real life, the leader has to coordinate and transmit information to his team.

At the end of this round, the educator will propose some debriefing questions (*see questions in Debriefing section*) regarding the roles in the first round.

Second round

The second round works in the same way that the first one, but players exchange the roles.

The educator uses the same debriefing questions that were used in the first round.

Quality of a good leader

The educator will conclude the rounds reflecting on the most important qualities of leadership and explaining the relationship between a leader and people who are guided. He/she takes two building blocks and positions them vertically, one leaning against the other. One building block represents the leader and the other the

	<p>person who is guided. If the leader pushes too hard the other piece probably will fall.</p>
<p>Instructions and/or role of the participants:</p>	<p>Define the quality of leadership</p> <ul style="list-style-type: none"> - Participants have to be divided into groups of two people. - Each group creates their own diagram with the qualities of a leader. - Each group compares the diagram with other groups. - Debriefing (I) <p>Practice, improve and develop leadership</p> <p>First round</p> <p>As the first step of the game, players must place themselves in their position.</p> <p>Player 2 stands in front of a table with a number of constructions different for shape and size.</p> <p>Player 1 is behind him and doesn't see what's happening on the table.</p> <p>There are three matches in the first round.</p> <p>When the players are all in place, the educator delivers three sheets of paper to all Players 1.</p> <p>In the paper are drawn different shapes (e.g., triangle, square, rectangle and circle) in various positions.</p> <p>When the game starts, Player 1 begins to describe the drawing to Player 2, who can't see the drawing. The Player 2 must place the building blocks on the table as described by the Player 1, that can't see what the Player 2 does.</p> <p>After 5 minutes, Player 1 starts to describe the second drawing and Player 2 starts to place the building blocks in another area of the table. This situation is repeated also for the last round.</p>

	<p>Time is indicated by the educator, that after 5 minutes tell Player 1 to throw away the sheet of paper and move on to the next drawing. But the players can decide to finish one round or more before the time expires, when they finish all the descriptions can declare the game finished and all the players have to stop.</p> <p>At this point, the educator checks the figures that Player 2 has created to see if similar to those are described by Player 1.</p> <p>The game is won by the team that has created the compositions most similar to the original drawings.</p> <p>Second round</p> <p>The second round works in the same way that the first one, but players exchange the roles.</p>
<p>Debriefing questions:</p>	<p>Debriefing (I)</p> <p>Why did you choose this concept and why do you think is related to leadership?</p> <p>Debriefing (II) - Use the ones you consider more necessary for your participants and their learning process</p> <p>What do you think about the role of the leader and the role of the person who is guided?</p> <p>During the game, was there good communication between the players of the same group?</p> <p>What qualities are the most important in this type of game?</p> <p>Has your group achieved the goal?</p> <p>Debriefing (III) - Use the ones you consider more necessary for your participants and their learning process</p> <p>See the question in Debriefing (II)</p>

Description of the evaluation method of the activity:	<p>The evaluation system is based on:</p> <p>the result of the game</p> <p>open questions and/or feedback questionnaire</p> <p>For further information see <i>Annex II</i></p>
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Annex I – Proposed theory

Key elements of leadership:

- someone who inspires others

"Leadership is the art of motivating a group of people to act toward achieving a common goal. In a business setting, this can mean directing workers and colleagues with a strategy to meet the company's needs"(WARD, 2020).

In general, most of the definitions according to the core of leadership is the ability to "inspire other people". A leader is able to engage others to do what he/she wants. Not everyone is born a leader, but there are some skills that you can improve to develop this ability.

- reach a goal

A leader drives other people to "achieve a goal". The influence that a leader exerts on people never ends in itself, but always has a purpose. In addition, the leader is able to push others to give the best they can to achieve a result, he/she is able not only to guide them on what they have to do but also motivating them to do an effort.

- is different from power/authority

Another important aspect of leadership is that someone who is in a high hierarchy position is not automatically perceived as a leader.

"Leadership has nothing to do with titles [...] you can be a leader in your place of worship, your neighborhood, in your family, all without having a title [...] Leadership stems from *social* influence, not authority or power" (Kevin Kruse, 2013).

In conclusion, the role of the leader is essential in a group or a work team.

A good leader guides other to success, reaching common goals.

He/she has to be an inspiration to others at the same time, the leader has to motivate and support his/her staff.

Some of the qualities to be a good leader:

- Communication;
- Ability to delegate;
- Support and motivate others;
- Empathy;
- Proactiveness.

References:

Ward S., (2020) *What Is Leadership? Definition & Examples of Leadership*. The balance small business. [Available online: <https://www.thebalancesmb.com/leadership-definition-2948275>]

Kruse K., (2013) *What Is Leadership?* Forbes. [Available online: <https://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/?sh=11860e7e5b90>]

Useful link:

https://www.ecb.europa.eu/careers/pdf/leadership_competencies.en.pdf

https://eskills-lead.eu/fileadmin/promote/documents/eleadership_digital_skills_fin.pdf

Annex II – Proposed evaluation system


The evaluation will be supplied by two indicators.

The first concerns the result of the game and the compositions of shapes that Players 2 are made. If the compositions are similar to the original drawings, the communication between the gamers is effective, otherwise, there was some obstacle in communication.

The second stage of evaluation is an evaluation questionnaire:

1. What was the hardest thing during the game?
2. How did you help the other gamer during the game?
3. How was communication during the game, easy or difficult?
4. How could you make the exchange of information more helpful?
5. Was the other player patient and supportive, or not?

3.12 Collecting and processing information

Name of the activity:	Construction of abbreviations
Competence(s) target:	Main competence: Collecting and processing information Side competences: Problem solving, Strategical and innovative thinking
Duration:	Total: 2 h <ul style="list-style-type: none"> • Define the concept: 10 min - Debriefing (I): 10 min • Practice, improve and develop collecting and processing information: 1h - Debriefing (II): 10 min • Benefits of the competence: 10 min • Tips for being more able in everyday life: 10 min • Evaluation: 10 min
Number of participants:	Approx. 10
Materials needed:	<ul style="list-style-type: none"> • BBU materials: Building blocks  <ul style="list-style-type: none"> • Additional materials : <ul style="list-style-type: none"> - Labels - Property advertisements, preferably from authentic
Objectives and/or Learning Outcomes	<p>The objective of this activity is for the participants to use a method of categorizing information (reading, comparing, analyzing, and deducing) in a real case. It's about deducing skill and autonomy in the way of thinking.</p> <p>At the end of this activity the participants should be able to use this method in different situations.</p>

<p>Description of the scenario/simulation game:</p>	<ul style="list-style-type: none"> • Define the concept of the method of data processing. <p>The educator asks the participants what they understand when they hear data processing. After hearing them out, the educator sums all the right ideas into a short explanation of the concept (<i>See Annex I – Definitions</i>)</p> <ul style="list-style-type: none"> • Practice, improve and develop collecting and processing information <p>The educator distributes to each participant examples of real estate advertisements containing a maximum of common and specific abbreviations (initials, acronyms, symbols, conventional and non-conventional).</p> <p>Everyone should write them down on labels and stick them on building blocks.</p> <p>With the labelled blocks and with blank ones, the participants are free to make an initial construction that represents either their current dwelling or their dream dwelling, and they give as detailed a description as possible.</p> <p>Then the educator will give examples of housing searches and the participants will each have to try to give a housing proposal that is as suitable as possible, giving all the necessary information https://www.bumc.bu.edu/ohr/housingsearch/abbreviations/</p> <p>Finally, the educator gives an example of a very detailed real estate advertisement that uses a maximum of abbreviations that the group should try to reproduce as well as possible with the building blocks. <i>(See Annex I – Useful links)</i></p> <ul style="list-style-type: none"> - Debriefing (<i>see questions in the Debriefing section</i>) <ul style="list-style-type: none"> • Benefits of the competence <p>Conclusion by the educator about the method employed to realize this activity and how to apply it with other topics.</p> <ul style="list-style-type: none"> • Tips for being more able in everyday life <p>Remind of all important tips and realize a sort of summary about how to proceed to collect and process information : reading, comparing, analyzing, and deducing.</p>
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	<ul style="list-style-type: none"> • Evaluation (<i>see Annex II</i>)
Instructions and/or role of the participants:	<ul style="list-style-type: none"> • Define the concept <p>The participants will be asked their understanding on the concept of collecting and proceeding information. After providing their opinions, the educators will provide them a brief and clear explanation of the concept. (<i>see Annex I – Definitions</i>)</p> <ul style="list-style-type: none"> • Practice, improve and develop collecting and processing information <p>The participants must remain concentrated and have a certain competitive spirit as this is an automation activity and therefore a speed activity. They will have to use the labels in an agile way and above all use them as real memory aids.</p> <p>- Debriefing (<i>see questions in the Debriefing section</i>)</p> <ul style="list-style-type: none"> • Benefits of the competence <p>Conclusion by the educator about the benefits of this method of processing information. Why is it important for independence and autonomy in everyday life, studies, or other exceptional situations?</p> <ul style="list-style-type: none"> • Tips for being more capable of collecting and processing information in everyday life <p>Remind the different steps to realize to process an information and to not be blocked in behind something we don't understand at first sight.</p> <ul style="list-style-type: none"> • Evaluation (<i>see Annex II</i>)
Debriefing questions:	<p>Debriefing - Use the ones you consider more necessary for your participants and their learning process</p> <ul style="list-style-type: none"> • What do you think about the use of abbreviations? • What method did you use to understand them? • In everyday life, do you often use your deduction skills? • Do you understand the logic of this method?

	<ul style="list-style-type: none"> • Would you be able to apply the same approach to another topic individually? • Can you describe the different stages of this activity (reading data, reflection, hypothesis, analysis, comparison, interpretation, deduction)?
Description of the evaluation method of the activity:	<p>After the activity, a self-assessment questionnaire on the knowledge acquired by the learners and their satisfaction with the final construction: score out of 10 and justify your score.</p> <p>An evaluation of the participants by the educator on the progress of the activity: initiative, speaking, participation, understanding and production.</p> <p>A proposed evaluation questionnaire (<i>see Annex II</i>)</p>

Annex I – Definitions

- Data processing: When we talk about data processing, we mean the use of different processes: collection, recording, organization, storage, adaptation, modification, retrieval, consultation, use, communication by transmission or dissemination or any other form of making available, reconciliation. In our situation, it is a matter of collecting, recording, and using specific words related to our topic in order to represent them in a new form: that of abbreviations.

- Abbreviations: A graphic reduction of a word or series of words; the word resulting from this reduction: The abbreviation for "kilogram" is "kilo".

A conventional sign or character intended to simplify musical writing and reading.

- **Useful Links**

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

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

Annex II – Proposed evaluation questionnaire

1. Why do we use abbreviations?
 - ☐ to make the communication more difficult
 - ☐ to facilitate written interaction
 - ☐ to facilitate oral interaction
2. Did you know the system of abbreviations before?
 - ☐ Yes
 - ☐ No
 - ☐ No opinion
3. Do you already use this way of processing information?
 - ☐ Yes
 - ☐ No
 - ☐ No opinion
4. What does processing information mean?
 - ☐ It's a method to understand an operation
 - ☐ It's a scientific software
 - ☐ It's a way to create abbreviation
5. Did the building blocks help you to understand the topic?
 - ☐ Yes
 - ☐ No
 - ☐ No opinion
6. What are the different steps to process unknown information?
7. Which step is the most important according to you ?
8. Did you use this method before? Could you give some examples?
9. Do you know another method that could work better?
10. What did you think about this activity?

4. Training plan

For full Training plan presentation, see Annex I.

5. Data from the pilot phase 1 and 2

Questionnaire BuildIT! - Build your future piece by piece

Hello and thank you for participating in our survey. This survey will help us to improve our training and educational materials of BBU methodology and prepare better for the pilot phase 2 and create the state-of-the-art final outputs. The survey shouldn't take you longer than 10 minutes. Thank you.

About the project:

The primary idea of our project is anchored in designing a new educational methodology called Building Based Upskilling and strategic activities based on it and to provide them to adult educators. These educators will be able to use it with their learners, more specific NEETs, to enhance their transversal and key competences. Project no. 2020-1-PL01-KA204-081703

Questionnaire 1:

1. Gender

- ☐ Female
- ☐ Male
- ☐ Prefer not to say

2. Age

- ☐ Up to 29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60+

3. How many years have you been teaching adults?

- ☐ Less than 1 year
- ☐ 1 to 5 years
- ☐ 6 to 10 years
- ☐ More than 10 years

4. What is your target group

- ☐ NEET with university studies
- ☐ NEET with low skills
- ☐ Migrants
- ☐ Low skill adults
- ☐ Adults at risk of poverty and/or social inclusion

5. To what extent is this an innovative methodology? (Low to High)
6. To what extent is this methodology useful for learning transversal competences? (Low to High)
7. To what extent could this methodology change the image of adult learning into a more attractive, accessible, and useful one? (Low to High)
8. Do you think this methodology can help to mobilize and motivate adult learners? (Low to High)
9. Do you think that this methodology can enhance and improve the skills of adult educators? (Low to High)
10. To what extent did you understand the basics of the BBU methodology? (Low to High)
11. Did you feel like the puzzles and the building blocks were useful to understand? (Low to High)
12. To what extent are the activities understandable for the educator (easy to understand and implement)? (Low to High)
13. To what extent can the activities be implemented in adult learning (due to the adult curricula and logistics of the adult center)? (Low to High)
14. With regard to the previous question (13), if you are referring to more than one target group, please specify for each group.
15. To what extent could this methodology be used by adult learners (considering the way that an adult learner has to learn)? (Low to High)
16. With regard to the previous question (15), if you are referring to more than one target group, please specify for each target group.
17. What do you think are the strengths of this methodology and activities?
18. What do you think are the weaknesses of this methodology and activities?
19. What would you include in this methodology and its activities?
20. Is there anything else you would like to add?

Thank you for your time and effort. We appreciate it. If you have any questions regarding the project, please don't hesitate to contact us at contact@builditproject.eu or visit our website <https://www.builditproject.eu/>.

6. Pedagogical resources

6.1 About the European policy context

- EU policy in the field of adult learning
https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-adult-learning_en
- A new strategic agenda 2019-2024 (European Council, Press release, 20 June 2019)
<https://www.consilium.europa.eu/media/39914/a-new-strategic-agenda-2019-2024.pdf>
- Achieving the European Education Area by 2025 – Communication (European commission, Bruxelles, 30.9.2020)
https://ec.europa.eu/education/resources-and-tools/document-library/eea-communication-sept2020_en
- European policy cooperation (ET 2020 framework)
https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en
- Country reports – Adult education in Europe 2019, a civil society view
<https://eaea.org/wp-content/uploads/2019/12/Country-Reports-2019.pdf>
- European Education and Training Expert Panel's recommendations for the post-2020 framework (Commission expert group on European Education and Training Expert Panel, 29 Jun 2018, update 12 Nov 2019)
<https://ec.europa.eu/transparency/expert-groups-register/screen/expert-groups/consult?do=groupDetail.groupDetail&groupID=3610&NewSearch=1&NewSearch=1>
- Council Recommendation of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults (19.12.2016)
https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ%3AJOC_2016_484_R_0001
- Adult education and training in Europe - Programme to raise achievement in basic skills : country descriptions (Eurydice, 2015-03-03)
<https://op.europa.eu/en/publication-detail/-/publication/e71816d0-ab24-4be4-ba2f-b825f6cbe5eb/language-en>
- Catalogue of transversal competences key for Employability developed by KeySTART2Work project
http://www.keystart2work.eu/images/docs/o2-catalogue/O2_Catalogue_EN.pdf
- Young people and NEETs in Europe, First findings
Publications Office of the EU, 2017-12-01

<https://op.europa.eu/en/publication-detail/-/publication/4a0fa91e-2336-4172-b690-dcb7eb1b9dd9>

- Young people neither in employment nor in education and training by sex, age and labor status (NEET rates) - Eurostat - Last update: 08-02-2021

https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=edat_ifse_20&lang=en6.

6.2 About the methodology

- LEGO® Serious Play
<https://www.lego.com/en-us/seriousplay>
- *Lego Serious Play (LSP) Methodology* (Liquid Agency)
<https://www.youtube.com/watch?v=rld-gUrp-iw>
- *Lego Serious Play – Introduction*
<https://www.youtube.com/watch?v=Ucn5QghtxaU>
- McLeod, S. A. (2017, October 24). *Kolb - learning styles*. Simply Psychology.
<https://www.simplypsychology.org/learning-kolb.html>
- *8 Things To Know About the Experiential Learning Cycle* (EBLS)
<https://www.youtube.com/watch?v=v74nRbWSNqk>
- *Kolb's Learning Cycle Explained with Example* (EPM)
<https://www.youtube.com/watch?v=rycjUldMI3k>
- Article *American journalism review* (2015)
<https://ajr.org/2015/02/02/journalism-professors-used-legos-teach-super-bowl-data-visualization/>
- Peterson, Deb. "5 Principles for the Teacher of Adults." ThoughtCo, Aug. 27, 2020
<https://www.thoughtco.com/principles-for-the-teacher-of-adults-31638>
- The Adult Learning Theory - Andragogy – Infographic
<https://elearninginfographics.com/adult-learning-theory-andragogy-infographic/>
- *Learning Theorist: Malcolm Knowles – Andragogy* (Heidi Scher – ETEC)
https://www.youtube.com/watch?v=S5_1ghnmrzo
- Assumptions About Learners / Malcolm Knowles (IDOL courses)
<https://www.youtube.com/watch?v=4twvITWwrr8>

- Article *The Six Step Problem Solving Model*
<http://www.free-management-ebooks.com/news/six-step-problem-solving-model/>
- Article *Strategic Thinking: How To Give Your Life Purpose*
<https://exploringyourmind.com/strategic-thinking-how-to-give-your-life-purpose/>
- Article *The Nine Belbin Team Roles*
[https://www.accelerate.uk.com/training-tools/belbin/nine-belbin-team-roles/#:~:text=The%20Belbin%20Team%20Roles%20consist%20of:%201%20Shaper,Plant%20\(P%20L\)%208%20Monitor-Evaluator%20\(ME\)%209%20Specialist%20\(SP\)](https://www.accelerate.uk.com/training-tools/belbin/nine-belbin-team-roles/#:~:text=The%20Belbin%20Team%20Roles%20consist%20of:%201%20Shaper,Plant%20(P%20L)%208%20Monitor-Evaluator%20(ME)%209%20Specialist%20(SP))

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Annex I. – Training plan



Build IT!

Build your future piece by piece

Project number: 2020-1-PL01-KA204-081703
Erasmus + Strategic Partnership for adult education

With the support of the Erasmus+ Programme of the European Union




Training plan



The main goal of this Training Plan is to **enable adult educators to integrate the BBU methodology** and its strategic activities into their **daily work** with adult learners.

The Training Plan has several objectives which target the adult educators:

1. Goals and objectives of this training/piloting

- Providing the adequate knowledge regarding the **innovative BBU methodology** (Building-Based Upskilling), its strategic activities and specific materials
- capacitate them to **use** strategical BBU activities to work the transversal competences with their **different target groups** of adult learners (NEETs, low skilled, etc.)
- capacitate them to **use BBU materials** (building blocks, puzzles)
- **foster** and **encourage** their sense of initiative in **implementing** BBU activities with their **learners**
- **foster** and **encourage** their sense of innovation by **adapting/replacing/creating** BBU alternative materials



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Direct target group

- **Professionals involved in adult education**
 - adult trainers, teachers, facilitators, coaches.
 - by benefiting from the BBU methodology, they can apply it in their work with adult learners
- The direct target group is a **key factor** in the creation of the methodology (validation of the new BBU methodology in order to guarantee its real usefulness and effectiveness)

Indirect target group

NEETs and low skilled adults

- improve their educational and transversal skills
- encourage them in their learning
- enable them to access the labor market

2. Explanation of the BBU methodology

- **innovative and interactive educational methodology**, based on the use of **building blocks** or **puzzles** to conceptualize and visualize abstract notions
- aims to help adult learners **solve problems** using **games** from their childhood
- supports **personal reflection** and **expression**, combining individual and team work to give a voice to all participants involved in the activity



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Inspired by two methodologies

Lego® Serious Play® (LSP)

- developed in 1996 when Johan Roos and Bart Victor
- two professors at the International Institute for Management Development in Lausanne, Switzerland, and Kjeld Kirk Kristiansen, the CEO of the Lego Group, created a number of tools to increase the engagement and creativity of employees in internal meetings
- a method for **facilitating communication, reflection and problem solving** for individuals, teams and organizations
- based on **extensive research** in the fields of business and strategy, organizational development, psychology and learning, and is based on the concept of "knowledge through hands"
- by "**thinking with your hands**" and playing seriously with LEGO® bricks, creativity and innovation skills are called upon

Experiential learning: the 4 phases of the complete learning cycle by Kolb

- four modes of adaptation to new information, which are rooted in the following cognitive functions: **perceiving, thinking, acting and feeling**
- the learning cycle has **4 phases** - each corresponds to a distinct way of using experience
- Learning is considered to be complete only when all four phases are experienced:
 1. The Concrete Experience is when the learner performs a task, has an experience
 2. Reflective Observation leads the learner to reflect on the experience.
 3. Abstract Conceptualization allows the learner to construct general concepts, derived from the previous experience, which should be applicable to different situations.
 4. During the active Experimentation, the learner should deduce hypotheses that can be confirmed in a new concrete experience.



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Pedagogy

An active method

The BBU aims to be an **active, action-based learning** method. It considers the learner first and foremost as a social actor who has to accomplish tasks in a given environment and circumstances, within a particular field of action. Activities are socially contextualized, thus giving them meaning.

- The **activities** are characterized by the **completion of tasks** and the **development of projects** that are part of the educator's **daily life**
- The active method considers that **knowledge is constructed** and not learned and takes action as its starting point (from action will the learner engage in reflection on a given subject)
- The method allows the **acquisition** of knowledge through **case studies, simulations, role plays** and **group projects**
- The trainer does not necessarily hold all the knowledge and may even, in some cases, only be a guide or mediator
- As the trainer's interventions are limited, his or her role will be **to create a pedagogical scenario** and to lead the learner to acquire knowledge through trial and error
- The method encourages **collaborative work**



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Self-directed learning

- **Adult learners** are usually **mature** and **confident enough** to know how they learn best: what their strengths are, what their weaknesses are, how to go about learning. They do not need much help in acquiring resources or setting learning goals.
- Adult educators therefore need to give learners **plenty of space** and be there to **support** them rather than guide them.
- The advantage of self-directed learning is that learners can design their studies according to their **preferred learning style** (visual, auditory or kinesthetic).
- **Visual** learners rely on images. They benefit from the use of graphs, diagrams and illustrations. They learn best when they are shown what to do or what something looks like.
- **Auditory** learners listen carefully when learning and get most of their new knowledge from their ears. Things make the most sense to them when they are told how something should be.
- **Tactile or kinesthetic** learners need to physically do something to understand it. These learners will be most successful when they do something for themselves, with a degree of trial and error.

Three steps

- **Exploiting knowledge**
 - The activity is introduced by a real-life scenario, reflecting a situation in the learners' daily lives. The aim is to start from a known and familiar situation.
 - The aim is to ask learners to share their own experiences, insights and ideas about the content and objectives of the activity.
 - The trainer will sometimes have to give advice, suggestions and make links.
- **Exploration**
 - The trainer introduces the materials (building blocks, puzzles, etc.). Then, learners can then explore their role based on the instruction (scenario) given with the material.
- **Abstraction**
 - This step is dedicated to debriefing and understanding the abstract concepts to be learned and developed.



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Relevance of materials

- The materials to be used in activities based on the BBU methodology are **building blocks** and **puzzles** because of their proven ways of developing abstract thinking. However, they are not limited exclusively to building blocks or puzzles.
- It is about using tangible materials to :
 - *help conceptualize abstract concepts*
 - *help kinesthetic learners*
 - *provide the exploration stage*
- The use of **natural elements**, such as pebbles, sticks, leaves, is strongly encouraged, thus creating an additional correlation between the already existing environmental elements and the abstract concepts.
- In addition, the creativity of each trainer will ensure a wider **variety of materials** to add to the implementation of the activities.

Practical learning

- When we use our hands in a strategic or creative process, we express our **thoughts and ideas** in a more **precise** and nuanced way. This makes them easier to understand and more **memorable**.
- This learning methodology is becoming increasingly popular because it meets the kinesthetic needs of learners, as well as their visual and auditory needs.
- **Kinesthetic learning** activities help learners to make a **connection** between **language** and its **concepts**. A concept can be better understood with physical activities.
- More generally, **hands-on learning** encourages learners to look for applications in the real world.
- It fosters a spirit of curiosity and a willingness to try new things.
- It is also an opportunity to explore areas of professional interest before committing to them.



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The benefits of learning through play

energising the creative resources of each individual

generate pleasure in an inspiring climate

deploy and retain creative talent

improve relationships and interactions with team members

develop initiatives

activate resources to revive the levers of motivation

adapt more quickly to change, etc.

the game is a force for commitment and motivation for learners in training



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3. Presentation of the Handbook

The Building Based Upskilling methodology manual offers an **innovative educational methodology** based on the manipulation of building blocks and puzzles to support adults in the acquisition of the **12 transversal competences** and, as such, promote their employability.

It is an **educational tool** that responds to the need for innovative and engaging methods to attract adult learners, particularly under-qualified people, who have difficulty understanding abstract concepts and the rapidly changing demands of the labor market.

The composition of the manual is structured as follows:

- *Why the BBU?*
 - European context
 - European policy
 - 12 transversal competences for employability
 - Needs
- *Mind map of the acquisition of the 12 transversal competences for employability*
- *Methodology*
 - Objectives
 - Pedagogy
 - Andragogical principles

Followed by

- *Strategic activities*
(each of which is designed to target the development of one of the 12 transversal competences according to the catalogue of transversal competences)
 - Intercultural competence and global awareness
 - Flexibility and adaptability
 - Strategic and innovative thinking
 - Organization and time management
 - Decision making
 - Teamwork
 - Empathy/relationship building relationships
 - Problem solving
 - Learning orientation
 - Negotiation skills
 - Leadership
 - Collecting and processing information
- *Activity evaluation questionnaire*
- *Create your own BBU activity*
- *Pedagogical resources / useful links*

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Objectives of the The BBU Strategic Activities Manual

- **The manual aims to:**
 - expand and develop learners' skills as a priority
 - achieve the objectives of providing adult educators with innovative pedagogical tools
 - develop new teaching models and resources
 - support the provision of and access to further training for adults with low skills levels
 - change the image of adult learning to a more attractive and accessible one
- **Furthermore, it aims to be a new methodological resource to:**
 - mobilize and motivate adult learners
 - improve the methodologies and skills of adult trainers

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4. Explanation of the creative process

follow
these
steps

Creating activities based on the BBU methodology - The training, as well as the manual, should be seen as "**living learning**" to be deepened and improved through

- adaptations and innovations by trainers
- feedback from participants.

Steps for creating a BBU activity

Step 1: Choose a skill to work on with learners.

Step 2: Create a scenario based on a real life experience where learners have to acquire, develop, use the selected skill.

Step 3: Decide on the most appropriate materials to use for the activity (building blocks, puzzles, etc.).

Step 4: Assign abstract meanings to the materials. The materials represent the concepts to be learned and experienced in the activity.

Step 5: In relation to the scenario, create simple instructions, create roles for the learners.

Step 6: Prepare debriefing questions to ensure that everyone understands the activity and allow all learners to express themselves.

Step 7: Prepare an evaluation method for the activity so that participants can self-assess:

- the dynamics of the activity
- the learning achieved
- the development of their skills

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Learners' experiences as resources

Adult learners have had and are having **practical experiences**. Each of them has acquired knowledge.

Some will be experts in a field or have experienced something extraordinary.

Therefore, it is necessary to **take into account** the **experience** and **education** of the participants. Adult educators should then use the richness and the diversity of the learners' backgrounds and life experiences as resources.

Andragogical principles

Problem-centred instruction

Adults are practicing learners who have **concrete problems to solve**. They exercise their problem-solving skills on a daily basis and are **constantly learning**.

In this respect, adult educators need to adapt their teaching to the specific problem's adults face. It is about learners doing **more than learning**.

Motivations for learning

People have **different motivations, needs, interests and ways of learning**. The trainer's role is to encourage learners' motivation by remaining **positive** about their learning. It is about **listening to them**: when an adult says or does something that refers on an another or new topic, it is necessary to be flexible and discuss, to show them that their thoughts matter.

It is worth noting that **knowledge** and **skills** are more **easily acquired** when :

- the learner is committed to the process,
- the activity gives him/her some satisfaction and not a reward or any other external factor that may influence him/her,
- the learner is involved in a collaborative or cooperative learning effort,
- the learner is engaged in an action-experience process and can test in real time what he/she is undertaking and validate, or invalidate, his/her own hypotheses, or by debating them with other learners.

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Adult learner theory (Malcolm Knowles)

Five principles of andragogy

According to Malcolm Knowles, an American adult educator, pioneer in the study of adult education, adults learn best if learning is:

- 1. The learning is self-directed.**
 - The adult no longer sees himself as a dependent person, but as a self-directed being.
- 2. The learning is experiential and utilizes background knowledge.**
 - The adult learner accumulates a reservoir of experience.
 - Thus, the learner develops a growing source for learning.
- 3. The learning is relevant to current roles.**
 - The adult's readiness to learn is increasingly oriented towards developmental tasks related to their social roles.
- 4. The instruction is problem-centered.**
 - The adult's view of time makes him/her aim for immediate use of knowledge.
 - Therefore, it shifts its learning orientation from the subject directly to the problem.
- 5. The learners are motivated to learn.**
 - The learner's motivation to learn is internal.

4 principles applied to adult education

1. Adults should be involved in the planning and assessment of their learning.
2. Experiences and mistakes form the basis of learning activities.
3. Adults are most interested in learning things that have an immediate impact on their personal or professional lives.
4. Adult education is more problem-oriented than content-oriented



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5. Implementation of 2-3 strategic activities

Each activity should be implemented according to the structure of activity and following steps:

- 1. Starting point** (Name of the activity, Competence target, Duration, Number of participants, Materials needed)
 - Starting point is a phase in which the activity should be explained to the participants and all materials should be provided.
- 2. The scenario/simulation game and Instructions and/or role of the participants**
 - Implementation of the activity according to given scenario and instruction with use of designed materials and theoretical background.
- 3. Debriefing questions**
 - With use of questions and/or methods developed in each activity.
- 4. Evaluation of the activity**
 - With use of evaluation questions and/or method developed in each activity.



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6. Group discussion

The discussion group is important to **validate** the work built up in the project, it is a **crucial moment** to be sure that we are going in the right direction and that we have **understood** the **needs** of our target group. All participants will be engaged in a **discussion group** related to the main topics that we want to evaluate.

The group needs the figure of a **mediator** or **facilitator** to be effectively led in the discussion.

During the training, participants are asked to **discuss the BBU methodology** and activities that have been designed for each **transversal competence**.

The idea is to get **the opinion** of the people who work on the **front line** with adult learners. Educators have the right experiences to test and **express their ideas** about the BBU methodology and activities, which are developed in the project.

Participants should be **comfortable** and **free to express** their ideas and opinions. The facilitator will ask the group some questions that will serve as guidelines for the discourse (four or five questions should be enough).

In relation to our project, the **questions** could be:

What do you think about the BBU methodology? In your opinion, is it a valid educational tool?

What do you think about the proposed activities? Would you use them as an educational tool in the place where you work?

Have you ever used a similar educational method with your students?



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..continued

What do you think are the **main benefits** the students will get from this teaching method?

The facilitator must be able to **lead** the group in order to **maintain the focus** of the discussion, but also let participants express their opinions and discuss different points of view.

The mediator has to **encourage** everyone to **talk** and **share** their impressions, promoting a pleasant environment and try to **minimize aggressive attitude** towards others.

Not all groups are the **same** and a good mediator has to know **how to act** in order to guide his/her group in the best possible way.

Ice breaking is a key moment and participants should be **encouraged** (potential use of visual support).

He/she could **write** one of the **questions** on a **flipchart** and invite participants to write a word related to that topic and then **comment it aloud**, or to say something about themselves (their job, in order to overcome the first moment of shyness).



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7. Evaluation

The evaluation of the pilot phase 1 will be provided in the form of **google form document** served at the end of the pilot phase 1.

During the pilot phase 1 educators will **receive** the **knowledge** and the **know-hows** on the BBU methodology and its activities, later on, followed by pilot phase 2.

The evaluation online form is designed into **6 different sections/parts** along with entry and close-up sections and it is aimed at the **direct target group**, the adult educators.

The main objective of this evaluation is to **gain feedback** on the created learning materials so that we are able to **improve** them and prepare for the pilot phase 2.

The results of the evaluations will help us to look at the **efficiency** of the Handbook, **methodology** and **activities** in terms of non-formal interactive methods based on the usage of materials such as plastic and wooden building blocks and puzzles.

The **questionnaire** should not take longer than **10 minutes**.



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8. Resources – European policy context

- EU policy in the field of adult learning
https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-adult-learning_en
- A new strategic agenda 2019-2024 (European Council, Press release, 20 June 2019)
<https://www.consilium.europa.eu/media/39914/a-new-strategic-agenda-2019-2024.pdf>
- Achieving the European Education Area by 2025 – Communication (European commission, Bruxelles, 30.9.2020)
https://ec.europa.eu/education/resources-and-tools/document-library/eea-communication-sept2020_en
- European policy cooperation (ET 2020 framework)
https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en
- European Education and Training Expert Panel's recommendations for the post-2020 framework (Commission expert group on European Education and Training Expert Panel, 29 Jun 2018, update 12 Nov 2019)
- Catalogue of transversal competences key for Employability developed by KeySTART2Work project
http://www.keystart2work.eu/images/docs/o2-catalogue/O2_Catalogue_EN.pdf
- Young people and NEETs in Europe, First findings
Publications Office of the EU, 2017-12-01
<https://op.europa.eu/en/publication-detail/-/publication/4a0fa91e-2336-4172-b690-dcb7eb1b9dd9>
- Young people neither in employment nor in education and training by sex, age and labour status (NEET rates) - Eurostat - Last update: 08-02-2021
https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=edat_ifse_20&lang=en



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