TRAINING CURRICULUM FOR TEACHERS

4G DIDACTIC PILLS
Erasmus+ Project
2020-1-CZ01-KA201-078434

INDEX

LIST OF ABBREVIATIONS:

NON-FORMAL EDUCATION (NFE)

SPECIAL EDUCATION NEEDS (SEN)

EARLY SCHOOL LEAVING (ESL)

SCHOOL STILL PLAYS (SSP)

INTRODUCTION

According to the European Commission (European Education Area, the no date), there are "many reasons why some young people give up education and training prematurely: personal or family problems, learning difficulties, or a fragile socio-economic situation. The way the education system is set up, school climate, and teacher-pupil relations are also important factors... The European Commission has published an assessment of the effectiveness of policies and practices developed since 2011 at the EU and national levels to tackle early school leaving in 37 European countries". The above-mentioned study shows that the impact of EU policy instruments is largely positive across the countries examined. On average, the early school leaving rate decreased from 13.4% in 2011 to 10.2% in 2019 across Europe. However, considerable differences still exist between countries and demographics with people of a migrant background, young men, and those living in rural areas being more likely to end their education before the compulsory school leaving age. Further action is, therefore, required to tackle this complex and evolving trend.

Most developed countries' educational models are not adapted to our society. We not only have to prepare students at a technological level, but we also should train them morally and give them critical skills to improve the world around us. In this sense, the development of soft skills and training in technological and innovative fields have become the challenges of education. Several authors suggest that the ideal time to teach soft skills to kids is from early childhood

 European Commission, Directorate-General for Education, Youth, Sport and Culture, Donlevy, V., Day, L., Andriescu, M., et al., Assessment of the implementation of the 2011 Council recommendation on policies to reduce early school leaving : final report, Publications Office, 2019, https://data.europa.eu/doi/10.2766/88044

to adolescence, when the brain is more receptive to this type of thinking and learning (although continuing such training during higher education).

On the other hand, the deficiency of these skills increases the cases of addictions, diseases, delinquency, and school desertion. The young people suffer the dire consequences of education systems that do not follow the changes and adaptations necessary to prepare kids to be effective and healthy members of our current society; unfortunately, this backwardness leads many kids to drop out of the education system. The impact of teaching soft skills is greater when the program is taught to students who are in a situation of vulnerability (for example, students with disadvantaged socioeconomic backgrounds and with worse school performance). For these reasons, education in soft skills, combined with the use of new technologies, constitutes a tool to generate opportunities and fight against early school leaving (ESL).

Project 4G Didactic Pills intends to develop and disseminate a pedagogic method, based on the theoretical foundation of the "Didactic Pill" focused on life skills in a practical and usable way, aiming to prevent and/or face the early school leaving phenomenon. It could be considered prosecution of :

Project Number 550482-LLP-1-2013-1-IT-KA1-KA1ECETB, entitled "SCHOOL STILL PLAYS" (SSP), aimed to tackle ESL at a political and educational level;

Project Number 2017-1-HU01-KA201-035988, entitled LIKE-Life Skills For Improving Primary School Environment. The LIKE project took stock of the results obtained through the experience of the SSP Project and, specifically, of the methodological approach adopted for the developed countries' didactical kit (manual and tutorials) based on life skills, which was adopted for experimentation in schools identified by the Partnership.

4GDP is directly targeted at secondary school students, especially those with fewer opportunities. The activities of this curriculum are designed to include Special Education Needs (SEN) students. The main aim of this curriculum is to allow all teachers to use the proposed methodology during their work in order to promote reflections and experiences in the students, with a view to preventing their early school leaving. The use of the didactic pills methodology can be a starting point to understanding how images, videos, photos, statements, and other tools can help students to go into reflection, then act for change and become the best version of themselves.

Teachers will find a methodological proposal for working with secondary school students in this curriculum. The methodology is based on the use of images, videos, photographs, statements, storytelling, role-play, visualizations and other dynamics of non-formal education. Through the suggested dynamics, teachers will acquire tools to develop soft skills with their students. On the other hand, teachers will learn to create didactic pills so that students can work on soft skills through electronic devices. After the proposal, teachers will find examples of activities to develop with their students. These are the activities carried out project training course for teachers.

The results of the 4GDP project are the following:

A survey, administered both remotely and in the presence of the researcher. It is a survey in the schools of the countries where the organizations taking part in this project are based aimed to understand the degree of use of technologies in teaching and how the interviewed teachers evaluate the use of mobile devices for learning by their students. Another objective of this result is to enhance the understanding of a possible correlation between students with SEN and ESL rates in order to build a targeted/personalized and effective intervention.

«Educational pills» on life skills. It consists in the design and development of didactic pills for life skills aimed also at SEN students.

A Teacher training course. It consists in the elaboration of a training curriculum based on life skills, starting from the methodological toolkit developed in the framework of previous projects and the results of Didactic Pills experimentation in the school in this Project. This curriculum includes a set of tools to implement activities in secondary schools. The teaching methodology is based on microteaching and small interdisciplinary units, so that students can work with images, videos and short sentences. This helps them understand and memorize, minimizing efforts and maximizing results.

A Manual for the production of educational pills, usable on mobile devices. It aims to present how an educational pill is produced.

All the resources and more information about the project can be found on the project webpage: https://www.4gdp.eu

WHY A TRAINING CURRICULUM

Nowadays teachers have to face many difficulties to carry out their daily work. The bureaucracy to implement and adapt new curricula, and educational reforms, the lack of time in training, sometimes the lack of support and trust from the students' families, the lack of knowledge, skills and competencies to treat students with special needs, unstructured families, lack of knowledge of the stages of child/adolescent development, etc., make being an educator a continuous challenge that implies learning not only on a professional level, but also on a personal level.

The training curriculum is targeted at teachers intending to develop a pedagogic method based on the theoretical foundation of the "Didactic Pill", focused on life skills and aiming to prevent and/or face the early school leaving phenomenon. The aim is to develop a unique pattern flexible enough to be adapted to specific contexts and conditions of the different regions, with particular regard to students with SEN so that teachers/trainers can develop personal and professional learning in applying the microteaching methodology and put the proposed activities in practice during their work.

At the methodological level these are the core elements of this project:

The use of didactic pills to work on life skills: understood as skills can be enhanced to improve the relationship with oneself and therefore also with learning and with the school.

～～～ Images, videos, photography, statements, etc.

～～～ Technology as a factor enabling learning, even at a distance, and as a factor that reduces the distance between students with and without special needs.

In the pedagogical field, it is important to experience life skills activities first-hand and to discover the incredible impact they can have in exploring and transforming ourselves and creating an environment where participants feel safe and free to show their emotions and opinions. These elements favour the improvement of school performances and the permanence of students with SEN (but, more generally, of all students) in school.

In this Training Curriculum, teachers will learn:

～～～ Educational paths to explore practices that will help them to develop and nurture life skills and emotional intelligence of their students for personal and professional development.

～～～ How to improve their knowledge on interactive tools as an educational medium for the production of educational pills usable on mobile devices.

～～～ How to stimulate student integration processes with SEN through the use of mobile phones as a work and integration tool.

～～～ How to combat early school leaving through non-formal education methodologies.

PART I: GENERAL OVERVIEW

Title of the training

Guide for teachers to lead educational paths to improve and nurture life skills and emotional intelligence of their students in both personal and professional development, through the production of educational pills usable on mobile devices.

Aim

to develop competencies of teachers for supporting students in achieving life skills.

Objectives /:

✖ Teachers will know what life skills and emotional intelligence are and in what ways they can support students to prevent early school leaving, in particular, those who have SEN problems;

✖ Teachers will be able to create didactic pills (short stories) through electronic devices.

✖ Teachers will develop a positive attitude and motivation for supporting students and for creating a nurturing environment.

Expected outcomes

Teachers will improve/reinforce life skills, emotional intelligence, and student-oriented storytelling, as well as create didactic pills through the use of electronic devices.

Profile and number of participants

14 secondary school teachers interested in supporting students in achieving life skills and who will implement the further activities of the project in schools.

Overview of the training

The training is organized in 2 Modules:

1. Module I: Understanding life skills and their relation to early school leaving prevention;

2. Module II: Learning pills production.

By the end of the training, teachers will have a greater understanding of the importance of developing life skills in their students, especially SEN students, and the way they can prevent early school leaving. Participants in the training will be given a certificate of attendance.

Logistics

a working room with a capacity for 15 people, or an agreeable and comfortable open space. Computers, internet network, chairs, and tables.

Potential challenges that might affect the implementation

Different levels of knowledge on the topic and computer/ internet use among participants, access to the internet network.

Monitoring and evaluation plan

Observing the general working atmosphere and engagement of participants in every session and assessing the level of completing training-related tasks, achieving the set aim and objectives, and the expected results through group discussion or individual talks, Q/A, and interactive quizzes

PART II: LEARNING APPEOACHES

Why develop soft skills in high school?

The educational center is a space for relationships, socialization, participation, and social interaction, where social behaviors are learned by interacting among classmates, with the teacher, and with other actors in education. Interaction with peers is the forum in which soft skills are developed. It is also a source of important learning, identification, strengthening of self-concept, support, intimacy, reciprocity, expression of affection, enjoyment, fun, and companionship (Díaz-Aguado, 1995; Trianes, 1999, cited in Monjas, 2000). On the other hand, numerous investigations show that the interaction between students favors the acquisition of social skills, abilities, and school performance (Echeita and Martín, 1990; Trianes, 1996, cited in Monjas, 2000), which implies a strong relationship and contribution of soft skills in school achievement. Classmates and adults through complex interactions stimulate the acquisition of independence and the development of soft skills.

Therefore, we can specify that the socio-emotional adaptation will depend, to a large extent, on the relationships that the students maintain with their classmates and with other actors in education. Meanwhile, exposure to diverse social situations facilitates the acquisition of soft skills and dispels initial social fears. In this perspective, the strengthening of these skills contributes to improving self-esteem, empathy and the solution of interpersonal problems, in addition, adequate social competence is associated with school and social achievements and with a good personal and social adjustment in childhood and adult life. By spending a good part of their time at school, children interact with their peers and with adults there, this being a good context to teach and train the soft skills that are highly required for personal, academic, and work life.

How does ICT favor SEN students?

ICTs are a powerful tool that can minimize the impact of disability or special educational needs, thus facilitating social integration (Santos, 2006). ICTs and the Internet have a recognized capacity to promote social and educational integration (Sánchez, 2002). The concept of special education currently refers to the set of educational actions, inserted within a general educational system, which tends to care for and support people who have difficulty in successfully achieving basic behaviors required by the social and cultural group to which they belong, an education that is no longer centered on the child exclusively, but also on the environment, on its shortcomings and on the possibilities and skills of teachers to meet the needs of all students (Pinto, 2008, p.5).

ICTs have proven to be an instrument with great potential for the inclusion of people with disabilities. Sebastián, Mosca ,and Sartoreto (2013, p. 5) state that: ``Thinking of people with special needs, ICT can be used as Assistive Technology. For many children with special needs, the use of this Assistive Technology represents the opportunity to study and learn, with a computer, for example,´´. ICTs benefit SEN students because "they support the presentation of certain contents, which can help guide, facilitate and organize the didactic action, as well as condition the type of learning to be obtained, since they can promote different mental actions in the students" (Cabero, 2000, p. 144). Motivation is another of the factors highlighted between ICT and SEN students because "they allow the integration of different symbolic systems that favor and stimulate students to develop their most efficient intelligence to even higher levels and draw cognitive bridges between them and those that make it difficult for them to achieve certain abilities and skills" (Sánchez, 2002, 49-60).

The use of didactic pills as a pedagogical method.

A growing phenomenon that is happening in schools is the loss of concentration by students. Nowadays, the number of elements that favor the distraction of the student has increased with respect to previous decades. Computers, smartphones, tablets, video games, etc., are really making it difficult to sit down to study for hours at a time. However, for many experts, new technologies will not hinder learning. Simply, knowledge will be assimilated differently. The human being evolves towards a kind of "multitasking learning". This means that the information will no longer be concentrated in one place (the page of a textbook), but that the student will assimilate small doses of information at the same time and from different media. The Internet itself acts as a huge virtual micro-learning academy. Taking as an example the average citizen who sits down every day for several hours to navigate, we see how he receives training pills constantly and unconsciously.

From the moment you search for a video tutorial on a specific topic, you will jump from one page to another browsing an endless maze of information: other related videos and blogs, news, downloadable courses, content shared on social networks, etc. The human brain adapts to collect these micro-contents from the great flow of information to which it is exposed.The methodological approach of the training course/curriculum is based on micro-learning techniques (didactic pills) through images, videos, photos, and short phrases combined with non-formal education and storytelling. This approach helps to understand and memorize, minimizing efforts and maximizing results. Didactic pills are a learning method that is characterized by its brevity: they are tasks or proposals lasting no more than 20 minutes that, in addition, must

be accessible from any device (computers, tablets, or smartphones) and from an environment beyond the classroom. There is no single formula for microlearning. Small content can be delivered in many different ways. Some examples are short videos, podcasts, audios, GIFs, board game questions, or even Twitter threads. So would a post on a social network or blog. Another 'pill' format is the one offered by the TikTok social network, very popular among teenagers. Here several teachers are encouraged to teach 'mini-classes' in videos of less than 60 seconds. Other forms include small anecdotes prepared by the teacher to explain a concept, learning cards, or even emails with content such as "tip of the day". Mobile apps (such as instant messaging apps) and audio files can also be used to deliver short content. All of them have these characteristics and serve to apply micro-learning in class, which structures the content in these small doses that students can 'chew', work, and learn actively and consciously.

The use of images as a pedagogical tool.

Learning through images is a wonderful didactic resource to receive information and remember it effectively since the brain is mainly a filer of images, rather than words. The part of the brain used to acquire new concepts is much smaller than the one in charge of processing images. The human brain has the ability to remember 70% of what we see, compared to 20% of what we read and 10% of what we hear. That is why we can see that students react quite well to visual content.

Through the image, teachers can work on soft skills with their students, achieving the following results:

✪ Development of communication skills that encourage creativity, and participation and favour class dynamics.

✪ Increased motivation due to its power of attraction.

✪ Arouse curiosity and spontaneous and natural reactions, whether we like the image we see or not.

✪ Interpersonal and intercultural relationships are worked on, by being able to transmit cultural content more directly: it would be complicated to explain only with words how Holy Week is celebrated, or what the atmosphere is like Christmas in the streets of the city. Pictures are especially helpful when we find ourselves in a teaching situation in which there are very different cultures and most students have not had the opportunity to study in the country in which they live, therefore, they have not developed the ability to observe other cultures and contrast them with their own to deduce the differences between the two.

⭐ Development of self-awareness, management of emotions, empathy, and critical spirit.

⭐ Provide a playful and entertaining character.

To choose a suitable image, the first thing we have to take into account is making sure that it responds to the needs of the class and the didactic objectives. Also, the quality and size of the image are important, as it has to be attractive and motivating.Although not all images are valid to meet a specific objective, any of them is capable of provoking different topics of conversation. Sometimes it will happen that we are going to have to force the issue ourselves to fulfill our educational objective. In these cases, we must create impulses through questions or comments to focus attention on what interests us.

Didactic work techniques with images.

There are several procedures that we can use to work with images. We want to highlight those we consider fundamental due to their great communicative value. These are the expansion and image manipulation. However, the image itself can be of great utility without having to resort to the typical exercises of describing what is in the picture:

Image enlargement: It consists of seeing beyond what the image shows itself. There are four ways to enlarge the image:

⬡ Spatially: we observe the image by imagining what is around it. Observe the image:

Where are they? Describe what is on each side of the photograph, are they alone? Or are there more people around?

⭐ Temporarily: we assume what has happened before the moment that captures the image or what will happen next.

Why are they on the train tracks?
Have they got married or have they run away from the wedding?
Why is she barefoot? What happened to her?
What are they going to do? Where are they going?

⭐ Socially: we deduce the social aspects of the image such as social class, personal relationships, the environment in which they live, etc.Who is he? Your lover, your husband, a friend, a relative? How and where did they meet?

⭐ Communicatively: we formulate hypotheses about what the people who appear in the image are talking about, how they feel ,and what they are trying to express through their gaze, posture, gestures, etc.What are you talking about? Are they happy or sad? Are they calm or worried?

Manipulating the image: Just as texts are manipulated to order the paragraphs, complete them, look for errors, etc., the images also can be treated in the same way. We can cut the images into strips (for example a comic or drawings for them to put in order and then count the history); or go discovering the image little by little to make hypotheses on it and produce expectations, maintain the interest and attention, so that we create a more participatory and productive environment in the classroom.

⭐ Cut the images so that they put them in order and tell a story, talk about the characters, give their opinion on a topic, etc.

Interpreting or valuing the image itself: There are other ways of working with images, which imply neither manipulating them nor enlarging them. Sometimes, images already have great expressive value, for which it is worth working with them without altering them. Among this type of image, we highlight pictorial artworks, which in addition to offering important cultural content, have an emotive function as a transmitter of feelings and emotions. Let's not forget that art is subjective and people can come to have ery different concepts of what they consider "a work of art" or not. In this sense, students' diversity of opinions about an image is itself a good reason to start an interesting discussion in the classroom. Paintings belonging to different artistic currents can be brought to class so that the students make a comparison and give their opinion about them.Besides, through group work discussions, debates, pedagogical games, and simulations, role plays, storytelling, reflections, interactive quizzes, presentations, etc. the training will create a safe space for participants to explore, discuss, understand life skills, to experience the important role that teachers have in supporting students in achieving life skills and to create didactic pills. The curriculum proposes the use of various activities but it is up to teachers to define concretely which activities will be used so that they achieve the expected and defined results with their students.

ICT

Currently, the educational world is undergoing a stage of change where ICTs are taking a fundamental role in the teaching world. ICTs demand the existence of a new configuration of the didactic and methodological process traditionally used in schools, where knowledge does not have to fall on the teacher and the role of the student is not that of a mere receiver of information (Riveros and Mendoza, 2008).Non-formal learning is intentional but voluntary learning that takes place in a wide range of settings for which teaching/training and learning are not necessarily its sole or main activity. These settings and situations may be temporary, and the activities or courses that take place may be run by professional learning facilitators (such as youth coaches) or volunteers (such as youth leaders). The activities and courses are planned, but they are rarely structured by conventional rhythms or curricular subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventional visible ways.We invite you to treat this methodology toolkit as a tool to find inspiration, suggestions, and ideas to help students in their personal and educational development.

PART III: PROGRAM
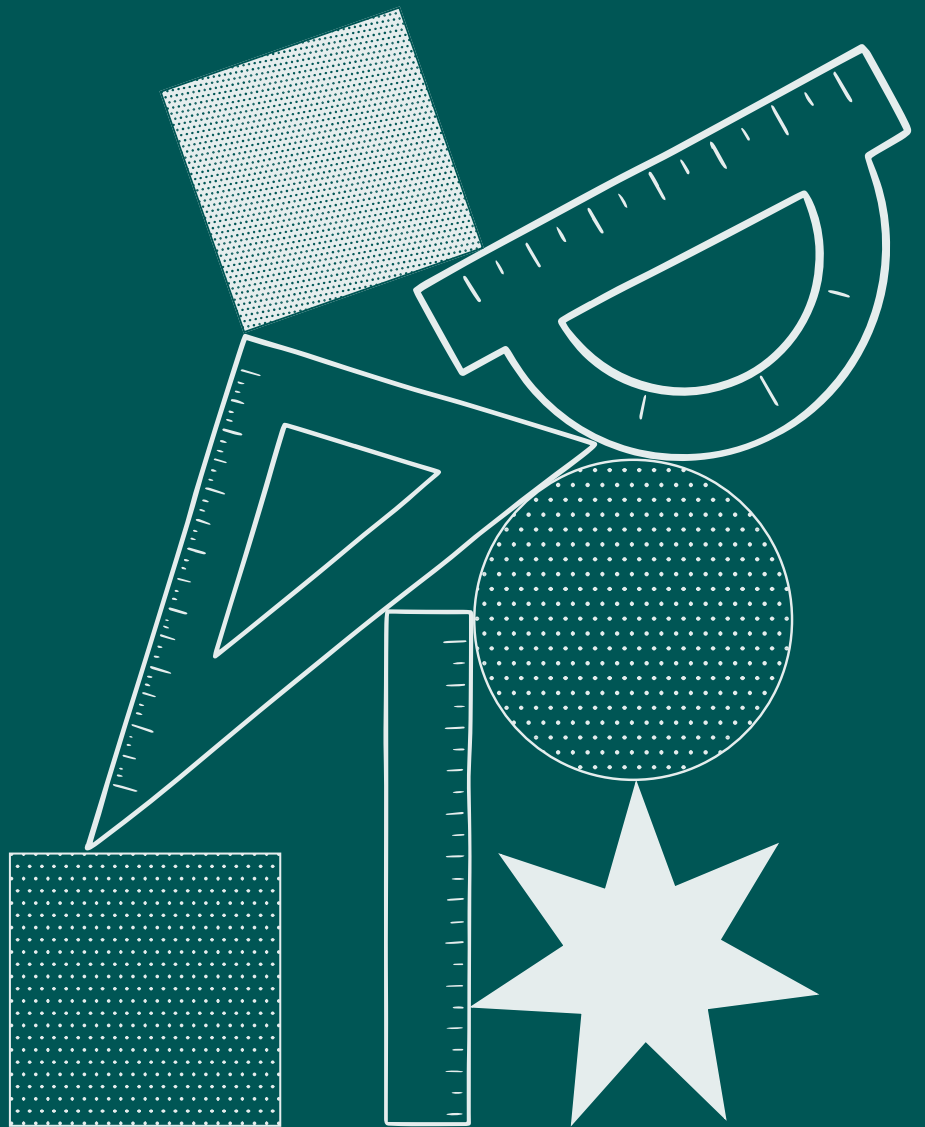
MODUL I: UNDERSTANDING LIFE SKILLS AND THEIR RELATION WITH EARLY SCHOOL LEAVING PREVENTION

Aim:

to increase teachers' understanding of life skills and the role that they (can) play in preventing early school leaving.

Objectives:

»• Teachers will know what life skills and emotional intelligence are and in what ways they can support students to prevent early school leaving, in particular, those who have SEN problems;

»• Teachers will develop a positive attitude and motivation for supporting students and for creating a nurturing environment.

Expected results:
Knowledge

✖ Concept and definition of soft skills and skills for life.

✖ Principles of non-formal education applied in school settings

✖ Development of the students' self-concept.

✖ Empathetic communication with students.

✖ Development of emotional competencies for teachers.

✖ Storytelling.
Skills

✖ Ability to accurately perceive emotions and manage them successfully

✖ Management of conflicts with students.

✖ Develop a culture of non-violent communication between students.

✖ Ability to help students develop their active listening skills.

✖ Ability to help students explore their inner motivations and talents.

Attitudes

✖ Emotional self-awareness.

✖ Self-confidence in managing students' emotions.

✖ Adaptability and flexibility with respect to the needs and preferences of the group of students.

✖ Open-mindedness and tolerance.

✖ Successful mediation of conflict between individuals and in groups.

✖ Empathetic way of communicating with students.

Instructions for implementation:

This part offers general guidelines on how to structure the training. In addition to the general overview of the set aim and objectives as well as the expected resources, we also give a proposal of various techniques that can be used in the different sessions. In order to also provide trainers with examples of concrete sessions with precisely defined and explained application of different techniques and learning activities structured in a time frame, we append sample session plans that can be implemented directly in different contexts but can also serve as an inspirational basis for designing other educational opportunities for students.

HOW IT IS STRUCTURED:

12 SESSIONS 21'5 HOURS

Session 1: Introduction and ice-breaking activities. 60 minutes.

Aim:

To present the LTTA and help people get to know one another.

Objectives:

>>• To foster a positive atmosphere.

>>• To build bonds between facilitator and participants.

>>• To let people know each other.

Proposal for methodological approach and techniques:

At the beginning of the training, by using various ice-breakers, warm-ups, and educational car games, the trainers can share general information for the training, aim, objectives, structure, dynamic of work, desired results,context, and other elements relevant to their participation. Afterward some more time should be dedicated to exploring, understanding and defining what soft skills are.

Expected results:

✖ Participants know the flow, aim, objectives, and expected results ofthe training

✖ Participants are relaxed and disinhibited.

✖ Participants know each other.

✖ Participants have an idea of a possible set of ice-breaking activities

Session 2: Feedback from teachers about Didactic Pills. 60 minutes.

Aim:

Reflect on teachers' own experiences with the didactic pills through the 4GDP web page.

Objectives:

»• To get feedback from teachers about their own experiences using the didactic pills through the 4GDP web page.

»• To assess the starting point of each participant.

»• To collect training course expectations from teachers.

Proposal for methodological approach and techniques:

A moment to reflect on their experiences with the didactic pills. Divided into groups, they can answer these questions:

✖ What are the strengths of working with life skills through the didactic pills in the 4GDP web platform?

✖ And the weaknesses?

✖ How would you improve this methodology?

✖ What has been your overall experience with this project?

✖ Any other information you would like to share.

They can share their reflections with the rest of the participants.

Expected results:

✖ Teachers' reflections are shared with the whole group.

✖ Teachers' perspective about strengths and weaknesses of working life skills through the 4GDP web platform is enriched.

Session 3: Fundaments of storytelling. 120 minutes.

Aim:

To teach some basics of good storytelling

Objectives:

>>• To introduce/improve knowledge on storytelling.

>>• To join storytelling and emotions.

>>• To teach how to keep the audience engaged.

Proposal for methodological approach and techniques:

Storytelling is an active learning methodology. The facilitator can start explaining its purpose. Through this technique, the participants can create, develop and adapt stories using specific elements –characters, setting, conflict, and a message – and include images or designs to convey a message unforgettably by connecting with the student on an emotional level. Each participant writes two short stories, for 10 minutes each: "writing prompts". Then they share the story with the group. The facilitator explains some basics of good storytelling. Finally, they incorporate into their stories (if needed) the elements explained by the facilitator.

Expected results:

✖ Storytelling competences improved.

✖ Short stories written by each participant.

Session 4: Effective Communication & interpersonal relationships. 120 minutes.

Aim:

To improve competences in effective communication and interpersonal relationships.

Objectives:

➤➤• To teach about corporal language, tone and active listening.

➤➤• To integrate negotiation as a tool for interpersonal relationships.

Proposal for methodological approach and techniques:

The participants first need to understand the concept of effective communication and interpersonal relationships, and the specific competences that are part of it. The session should provide space for its exploration either through a creatively facilitated brainstorming / discussion, followed by a short interactive input from the trainer or by other educational techniques. After explaining the elements for effective communication (verbal and nonverbal) that enhance interpersonal relationships, the facilitator continues with the importance of the context: corporal language, tone, making sure we are understood (active listening and speaking), interpersonal relationships as negotiations, the use of images... Highlight the idea that the human brain has the ability to remember 70% of what we see, compared to 20% of what we read and 10% of what we hear.

Expected results:

✖ Participants are aware of the elements involved in effective communication.

✖ Participants are aware of how effective communication has a positive impact on interpersonal relationships.

✖ Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

Session 5: Creativity & Decision Making. 120 minutes.

Aim:

To improve competences on creativity and decision making.

Objectives:

>>• To show how to find inspiration to create a story.

>>• To learn about the connexion between emotions and decisionmaking.

Proposal for methodological approach and techniques:

The facilitator can use picture card games (as "Emo" cards) to inspire creativity, storytelling, and decision making. The use of images showing emotions can be the starting point for participants to create stories including a character with distinctive characteristics. Then, put him/her into a situation where they have to take a big life-changing decision that makes him/her break their comfort zone. Finally, the participants have to describe to the rest of the group their decision-making process. By doing this, they can not only put into practice what they have learned in the previous session about effective communicaton, but also learn in an active and demonstrative way.

Expected results:

✖ Participants create a character.

✖ Participants link storytelling with creativity, emotions, and decisionmaking.

✖ Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

Session 6: Problem-solving. 120 minutes.

Aim:

To improve competences on problem-solving.

Objectives:

>>• To teach how to face problems.

>>• To increase participants' self-confidence.

>>• To offer guidelines for effective problem-solving.

Proposal for methodological approach and techniques:

The facilitator can explain the link between creativity, self-confidence, and solving-problem techniques: using creativity as a tool to think outside the box, to try different approaches and skills, to involve new roles, to create something new that has the potential to be the solution, or just a building block to create a small part of the solution in a collective way.

Through roleplaying, simulations, storytelling or case-analysis of concrete practices to create space for participants to brainstorm and explore concrete activities and techniques that can be used by teachers for supporting the key competencies of the domain: understanding social cues, conflict resolutions, social problem-solving and pro-social and cooperative behaviour. The trainers can also share concrete examples and engage participants in experiencing concrete activities that can be implemented.

Expected results:

✖ Participants realize how different attitudes can help/block problem solving.

✖ Participants self-confidence increased.

✖ Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

Session 7: Critical spirit. 120 minutes.

Aim:

To improve competences on critical spirit.

Objectives:

>>• To teach techniques to understand other people's thoughts.

>>• To invite to question participant's own ideas and their origins.

>>• To offer critical thinking techniques.

Proposal for methodological approach and techniques:

The trainer can start talking about how sometimes we "go with the flow" because we want to be accepted by our peers or in our social group. Youngsters/many people usually do this because it's easier to follow others than to question why we do what we do, what happened, why, how... Knowledge encapsulated and concentrated in small pills serves to explain small concepts. The methodology for developing the critical spirit involves microteaching techniques through statements as a tool for creating reflections and debates. The trainer can propose to reflect on some art statements. After that, choose a topic to debate where the group is 50% divided. Each group have to defend exactly the opposite idea of what they believe. At the end, the participants can reflect on the experience of seeing an issue from a different angle.

Expected results:

✖ Participants are aware of their thinking processes.

✖ Participants notice if they have resistance to accepting new ideas.

✖ Participants learn about common mistakes that might arise during their thinking process.

✖ Participants obtain critical thinking tools.

✖ Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

Session 8: Empathy. 120 minutes.

Aim:

To improve competences on empathy.

Objectives:

⟩⟩• To teach about others' first impressions and prejudices.

⟩⟩• To teach about others' feelings and thoughts.

Proposal for methodological approach and techniques:

Role-playing is a dramatization technique that improves empathy. Thanks to representations, not only empathy skills are developed, but also problem-solving or the ability to adapt. The trainer can combine this technique with another one based on presenting open questions to the participants: the trainer can start asking how tolerant are we with our own mistakes and with others' mistakes, how patient are we with our learning process, and with others′ learning process, how hard do we judge ourselves, and how about others. It will serve as a survey, so that each participant becomes aware of how empathetic they truly are. After that, the trainer can ask the participants to make groups and make a role-play where any participant knows in advance which role other participants are playing. Each participant writes his/her first impression about others. Once everybody does their roles, they can share: what their first impression was, how they felt, how they think they will treat/ see that person in the future, what would need to happen for them to see that person differently in the future. Finally, they share in their group their fictional personal situations. With the new information, they can reflect again on their first encounter and impression through some questions which invite reflection: did you misjudge them? Do you understand their behaviour more profoundly? Did your image of them change?

Expected results:

✖ Participants understand how emotions manifest in the body

✖ Participants have more control over their internal impulses

✖ Participants have an idea of a possible set of activities andtechniques they can use when working on this domain.

Session 9: Self-awareness. 120 minutes.

Aim:

To improve competences in self-awareness.

Objectives:

>>• To explain tools for self-awareness.

>>• To foster reflections about participants' personality, their feelings,personal life goals, etc.

Proposal for methodological approach and techniques:

Photography can be used as a powerful tool for introspection, as it shows both the subject being photographed and the person who captured it. The photographs we take speak of who we are and can help us get to know ourselves better. Through photographed portraits and some guiding questions made by the facilitator, participants can recognize stories that are inside of them and need to be told, as well as emotions that need to be expressed. It is a tool to explore our inner world and show it to the outside.

Expected results:

✖ Each participant is aware of their personal characteristics;

✖ Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

Session 10: Stress management. 120 minutes.

Aim:

To improve competences in stress management.

Objectives:

>>• To teach to identify stress causes.
>>• To teach to prevent stress.
>>• To show the consequences of a stressful life.

Proposal for methodological approach and techniques:

Guided imagery therapy allows for reducing stress levels through visualization and the connection of the body and mind. It is a technique that explores all the senses to lead us to feel what is recreated in the imagination. The facilitator can use guided imagery with audio recordings or through their voice, following a script that leads participants through the process. The trainer can propose to the participants to divide into groups and reflect on the origin of stress management, the level of stress in the teaching profession, the consequences of a stressful life, how to prevent stress etc. Afterwards, all groups can share their conclusions sitting in a big circle. The facilitator can reflect with them on the stress defined as how we take the situations that happen to us; the consequences of chronic stress, and the importance to live in the now versus the past (leading to depression) or the future (leading to anxiety). After that, they can complete a "perceived stress scale" test. Finally, the facilitator can do a guided relaxation exercise with the participants. First, with 3-2-3 breathing technique. Second, lying on the floor with some relaxing music.

Expected results:

✖ Participants are aware of their own process when they face stress episodes.

✖ Participants achieve techniques to combat stress.

✖ Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

Session 11: Management of emotions. 90 minutes.

Aim:

To improve competences in the management of emotions.

Objectives:

>> • To show the relationship between feelings, assumptions and problem-solving.

>> • To facilitate tools for the management of emotions

Proposal for methodological approach and techniques:

The facilitator can present some cards with drawings of facial expressions and other cards with the name of the emotions on the other hand so that they place them in the corresponding drawing. In this way, we get the participants to formulate hypotheses, establish associations and learn in a playful and dynamic way. The facilitator can provide some tools, like "EMO cards game", the dictionary of emotions or the importance of not making assumptions. The facilitator can explain that proper management of emotions is a combination of being able to successfully detect our feelings + not making assumptions + adequate problem-solving. Each participant can reflect on a situation in their life where they were embarrassed or suffered because of a misunderstanding. After that, divided into groups, they can share their stories and choose one. They craft a story with an imaginary main character so the rest of the participants won't know to whom the story really belongs. They can tell the same story as if they had properly managed their emotions. They share the stories with the rest and analyse how they felt. Finally, 5-10 minutes of guided meditation.

Expected results:

✖ Development of emotional awareness: the abilities to recognize and name emotions are developed;

✖ Bigger capacity to express emotions and talk about their causes.

✖ Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

Session 12: Recommendations / Evaluation. 90 minutes.

Aim:

To evaluate and close the training.

Objectives:

>>• To evaluate the training course.

>>• To compile the new activities proposed by teachers for working on soft skills with students.

Proposal for methodological approach and techniques:

Following the work methodology based on non-formal education, during the last session of the training, the facilitator can collect information about the degree of satisfaction with the whole training, the most interesting and/or innovative points that have been discussed and the possibilities of applying this kind of activities with students, from the teachers' point of view.

Expected results:

✖ Training curriculum enriched.

✖ Analysis of the results of the evaluation questionnaire

MODUL II: LEARNING PILLS PRODUCTION

Aim:

To learn how to set up and manage study material in the form of digital pills and how it can be used on electronic devices.

Objectives:

>>• To teach participants to create didactic pills (short stories) through electronic devices.

Expected results:

Using materials developed in framework of the second, third and fourth intellectual outputs of this project (IO2, IO3 and IO4), participants are able to "replicate" didactic pills that can be used on technological devices.Instructions for

Intructions for implementation:

The facilitator introduces the elements that inspired the pills: digital storytelling, Universal Design for Learning and Scenario-Based Learning. They address them one by one and take a closer look at what they consist of and the advantages of using them in teaching practice. In a second step, they illustrate the two kinds of assignments which can be proposed to the class starting from the use of 4G didactic pills: debate activities and reality-based tasks. For each one, the facilitator explains what it is and gives examples of how to use it in relation to the work with the 4G didactic pills.

Participants are then divided into groups. Each group, starting with one of the didactic pills, has to design a debate activity or a reality-based task that can be proposed in the classroom.

The facilitator gives participants an overview of the specific steps involved in creating and structuring stories: the selection of the life skill to promote, the definition of the scenario that requires to bring the chosen life skill into play, the definition of the two behavioural alternatives to choose from, the definition of the consequences of each alternative, the identification of the strengths and weaknesses of each of the two alternative behaviours.

After that they address each step in detail, explaining which elements need to be kept in mind and which aspects need attention in order to make the stories effective. Then the facilitator shows to the participants the template to fill in to facilitate the creation of a didactic pill through the use of Genially, the digital platform we recommend for this purpose.

This is followed by a workshop phase in which the participants, divided into groups, will try to elaborate a story following the steps outlined in the lesson and insert it into the template shared with them by the facilitator.

The facilitator, by sharing a computer screen, guides the participants in exploring the Genially environment and demonstrates the various functions of the platform. They then illustrate the procedure for creating a didactic pill.

This is followed by an operational phase inspired by cooperative learning in which the participants, divided into groups, are invited, using Genially, to give a multimedia format to the stories created in the workshop phase of the previous session.

HOW IT IS STRUCTURED:

3 SESSIONS
9 HOURS

Session 1: Usefulness of a digital platform (Genially) for teaching purposes

Aim:

to provide the theoretical framework behind the development and use of 4G didactic pills to clarify the benefits of using this tool in teaching practice.

Objectives:

>>• To familiarise participants with the strategies, methodologies and teaching techniques which inspired the design of the 4G didactic pills (digital storytelling as a teaching strategy, Universal Design for Learning and Scenario-Based Learning).

>>• To explain to participants how to design debate activities or realitybased tasks to assign to their students starting from the use of 4G didactic pills.

Proposal for methodological approach and techniques:

The facilitator sets up a digitally supported participatory lesson by sharing a PowerPoint presentation with the participants. By presenting the lesson topics he/she solicits interventions from the participants. This is followed by an operational phase inspired by cooperative learning in which the participants, divided into groups, are asked to design debate activities or reality-based tasks to assign to their students starting from the use of the pills.

Expected results:

✖ Participants will be familiar with the main features of using digital storytelling as a teaching methodology and the principles behind Universal Design for Learning and Scenario-based Learning.

✖ Participants will be able to organise and propose debate activities and reality-based tasks starting from the use of the 4G didactic pills.

Session 2: How to design and organise content.

Aim:

to provide the necessary tool to design a story and adapt it to the structure of the 4G didactic pills.

Objectives:

>>• To familiarise participants with the various steps that make up the process of creating a story.

>>• To Illustrate to participants a template to fill out in order to give the stories a multimedia look using Genially.

>>• To guide participant in designing and structuring their own stories, based on one of the life-skills of their choice.

Proposal for methodological approach and techniques:

The facilitator sets up a digitally supported participatory lesson by sharing a PowerPoint presentation with the participants. By presenting the lesson topics he/she solicits interventions from the participants. This is followed by an operational phase inspired by cooperative learning in which participants, divided into groups, are asked to devise stories inspired by a life-skill of their choice and adapt them to the template shared by the facilitator.

Expected results:

✖ Participants will be able to create a story based on a life-skill.

✖ Participants will acquire the ability to adapt the story to the structure of the 4G didactic pills.
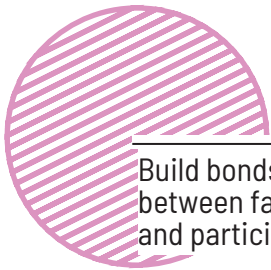
Session 3: How to give a multimedia makeover to didactic pills.

Aim:

to provide the necessary tools to give a multimedia look to storiesthrough the use of Genially.

Objectives:

»• To familiarise participants with the environment and functions of the Genially platform.

»• To show participants which steps to follow to create a 4G didactic pills starting from the template illustrated in the previous lesson.

»• To have participants try making their own 4G didactic pills with Genially.

Proposal for methodological approach and techniques:

The facilitator sets up a digitally supported participatory lesson by sharing a computer screen. He/she shows the environment and functions of Genially. This is followed by an operational phase, geared towards collaborative learning, in which the participants, divided into groups, use Genially to give a graphic and interactive design to the stories they devised in the previous session

Expected results:

✖ Participants will learn about the environment and functions of the Genially platform.

✖ Participants will be able to use the Genially platform to create their own 4G didactic pills.

TIPS FOR THE COORDINATION OF THE SESSIONS:

◗ The facilitator must be able to create a friendly atmosphere so that everybodyfeels involved.

◗ The topics and themes of the discussion must be communicated to the participants in advance, through the agenda and during the introductory activity.

◗ To guarantee the success of the session, the facilitator should adapt the methodology and the existing tools (scenarios, content, videos, activities) to specific conditions.

◗ Participants should be invited to discuss a subject that involves them directly. They should feel the "protagonists" of the topics discussed and the problems addressed.

◗ Participants should be able to work collaboratively, in an open-minded, creative, constructive and inclusive way.

◗ It is important to have a diverse group of participants in order to get a variety of opinions and views. The open exchange of different views enriches a discussion and helps participants to gain a better understanding of different possible future scenarios.

PART IV: DESCRIPTION OF SAMPLE SESSIONS

The sample session outlines described below can either be directly implemented in educational activities or can serve to inspire trainers in designing different educational opportunities for students, aiming to achieve the predefined aim and objectives adequate to the sessions foreseen as part of this training. These are the sessions that were implemented by the partner organisations of 4G Didactic Pills project in the training course for teachers in May 2022. Please, take the following description as an inspiration, and feel free to adapt them to the specific educational needs of your target group.

DAYS 1

9:00 - 11:00	11:00 - 11:30	11:30 - 13:00
MODULE 1 _ SESSION 1 & 2	**BREAK**	**MODULE 1 _ SESSION 3**
Introduction & Ice-breaking activities		Fundaments of storytelling
Feedback from teachers abaut didactic pills		

15:30 - 17:30	15:30 - 17:30	17:30 - 18:00	11:30 - 13:00
LUNCH	**MODULE 1 _ SESSION 4**	**BREAK**	**MODULE 2 _ SESSION 1**
	Effective communication & interpersonal relationships		Usefulness of the instrument for teaching purposes

DAYS 2

9:00 - 11:00	11:00 - 11:30	11:30 - 13:00
MODULE 1 _ SESSION 5	**BREAK**	**MODULE 1 _ SESSION 6**
Creativity & Decision Making		Problem-solving

15:30 - 17:30	15:30 - 17:30	17:30 - 18:00	11:30 - 13:00
LUNCH	**MODULE 1 _ SESSION 7**	**BREAK**	**MODULE 2 _ SESSION 2**
	Critical Spirit		How to design and organise content

DAYS 3

9:00 - 11:00

**MODULE 1 _
SESSION 8**

Empathy

11:00 - 11:30

BREAK

11:30 - 13:00

**MODULE 1 _
SESSION 9**

Self-awareness

15:30 - 17:30

LUNCH

15:30 - 17:30

**MODULE 1 _
SESSION 10**

Stress management

17:30 - 18:00

BREAK

11:30 - 13:00

**MODULE 1 _
SESSION 11**

Management of
emotions

DAYS 4

9:00 - 11:00

**MODULE 2 _
SESSION 3**

How to give a
multimedia makeover to
didactic pills

11:00 - 11:30

BREAK

11:30 - 13:00

**MODULE 2 _
SESSION 3**

How to give a multimedia
makeover to didactic
pills

15:30 - 17:30

LUNCH

15:30 - 17:30

**MODULE 2 _
SESSION 3**

How to give a
multimedia makeover
to didactic pills

17:30 - 18:00
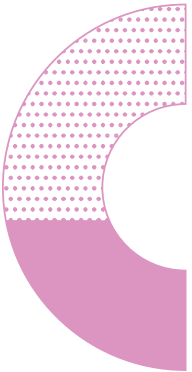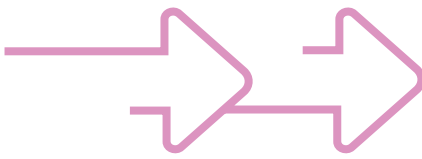
BREAK

11:30 - 13:00

**EVALUATION/
RECOMMENDATIONS**

MODUL I: UNDERSTANDING LIFE SKILLS AND THEIR RELATION WITH EARLY SCHOOL LEAVING PREVENTION

MODULE I, SESSION 1: INTRODUCTION & ICE-BREAKING ACTIVITIES

DURATION OF IMPLEMENTATION

60 MINUTES

AIM

To present the LTTA and help people get to know one another.

OBJECTIVES

Foster a positive environment.

Build bonds between facilitator and participants.

Let people know each other.

To know the degree of participants knowledge about soft skills.

EXPECTED RESULTS

Participants know the flow, aim, objectives, and expected results of the training.

Participants are relaxed and disinhibited.

Participants know each other.

Participants have an idea of a possible set of ice-breaking activities.

EDUCATIONAL ACTIVITIES, TECHNIQUES USED

Dixit card images

Small group work

Team building work

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

Introduction to the training course and distribution of a pre-intervention questionnaire

Sit on the floor, in a big circle with their country participants close: each participant makes its name tag indicating his / her name, and country, so each can chooseone colour to add to their tags (blue, red, or green)

In the middle of the circle, the DIXIT cards are displayed. Ask participants to look at them and choose one or two that represent how they feel regarding the days ahead. In
a round where everybody is invited to speak, they say their name, country, age (if they are comfortable with it), how many years they have been teaching, what they love more about teaching, a fun fact about themselves and the card or cards that represent more how they feel before the experience starts. One by one, everybody does their introduction.

Rock, paper & scissors. A fun version of the traditional game. Participants split into couples, introduce themselves with their name, saying something they love, and asking the other person something about them, such as: "Hi, my name is XXX and I love XXX, what's your favorite movie?/ pet's name?/ favorite meal?...". After that, they play three rounds of rock, paper, and scissors. The winner will find another partner to play with, and the other will follow the winner and cheer on them using their name. They repeat this until there is only one couple playing and the whole room is divided into two groups cheering each of them.

RESOURCES FOR PREPARATION OF TRAINERS

▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬   https://www.4gdp.eu

▬ ▬ ▬ ▬ ▬ ▬   Pre-intervention questionnaire

EVALUATION
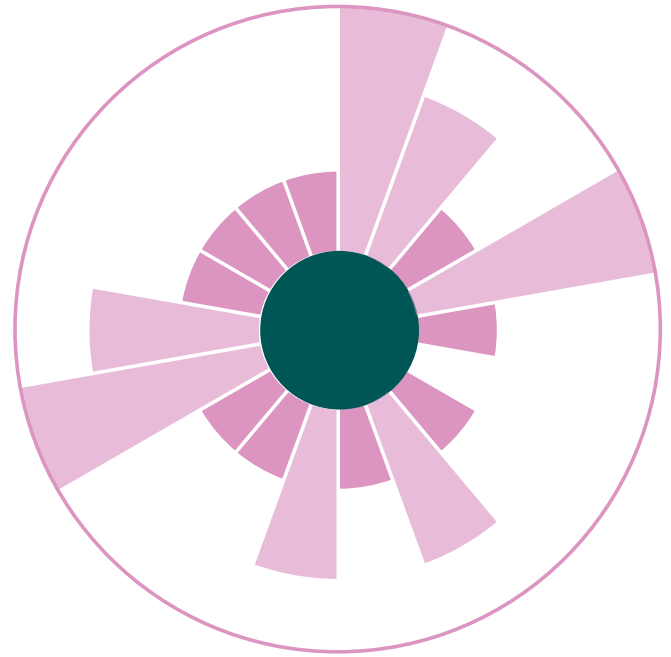
Observation from the trainer, evaluation of participants' contributions in the outcome questionnaire.

MATERIALS REQUIRED

Cardboards

Dixit card images

Scissors

Adhesives tape
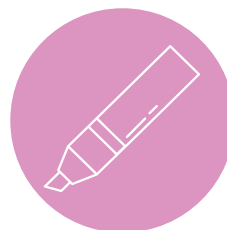
Markers

PRE-INTERVENTION EVALUATION

Are you?

- ○ Male
- ○ Female

What is your age?

- ○ <20
- ○ 20-29
- ○ 30-39
- ○ 40-49
- ○ 50-59
- ○ 60+

How many years have you been working as a teacher?

- ○ 1-5
- ○ 5-10
- ○ 10-15
- ○ 15+

In which country do you work?

What age group do you normally work with?

Do you work with any particular group of young people, e.g., students with disabilities or experiencing other vulnerabilities?

On a scale of 1 (strongly disagree) to 5 (strongly agree), please indicate to what extent you agree with the following statements.

I understand how soft skills can support preventing early school leaving

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

I know how to build up and maintain a relationship with students based on confidentiality, respect and trust

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

I feel confident in delivering specific strategies to promote students´ social and emotional skills

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

I know how to create safe environments to support students social and emotional learning

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

I understand how I can develop my own competencies to support students´soft skills

1 2 3 4 5

Strongly disagree   Disagree   Neither agree or disagree   Agree   Strongly agree

I know about storytelling

1 2 3 4 5

Strongly disagree   Disagree   Neither agree or disagree   Agree   Strongly agree
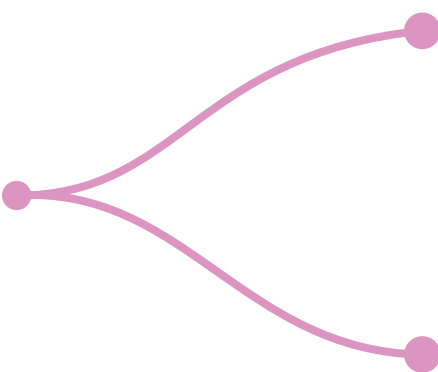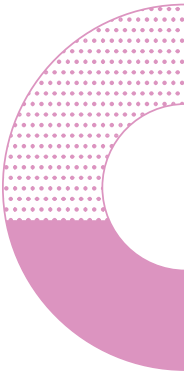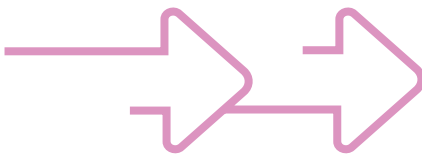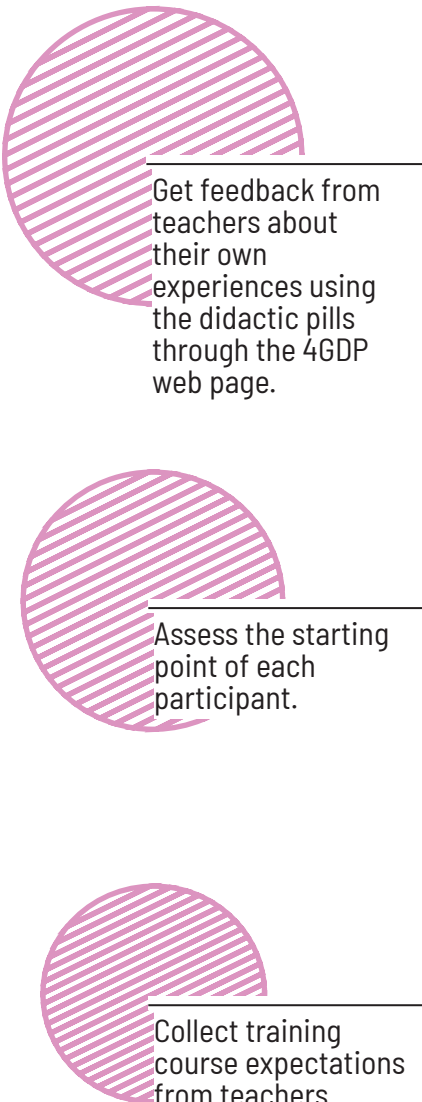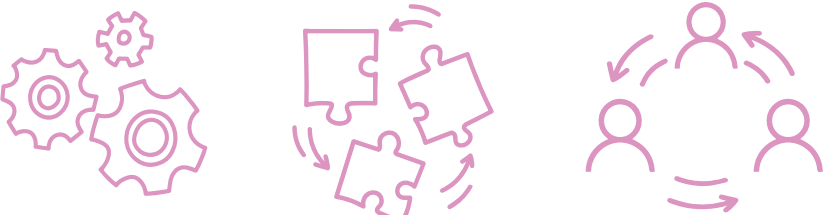
I am used to working with SEN students

1 2 3 4 5

Strongly disagree   Disagree   Neither agree or disagree   Agree   Strongly agree

MODULE I, SESSION 2: FEEDBACK FROM TEACHERS ABOUT DIDACTIC PILLS

DURATION OF IMPLEMENTATION

60 MINUTES

AIM

Reflect on teachers' own experiences with the didactic pills through the 4GDP web page.

OBJECTIVES

Get feedback from teachers about their own experiences using the didactic pills through the 4GDP web page.

Assess the starting point of each participant.

Collect training course expectations from teachers.

EXPECTED RESULTS

Teachers share their reflections with everybody.

Teachers will enrich their perspective on the strengths and weaknesses of working life skills through the 4GDP web platform.

EDUCATIONAL ACTIVITIES, TECHNIQUES USED

Reflexion

Brainstorming

Debate

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

A moment to reflect on participants' experiences with the didactic pills. Divided into groups, they will answer these questions:

What are the strengths of working life skills through didactic pills and 4GDP web platform?

And the weaknesses?

How would you improve this methodology?

Any other information you would like to share.

They will share their reflections with everybody.

RESOURCES FOR PREPARATION OF TRAINERS
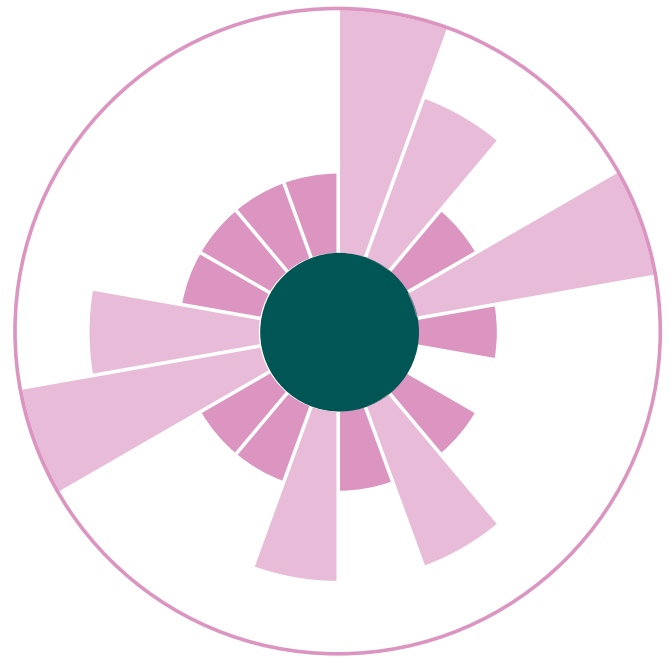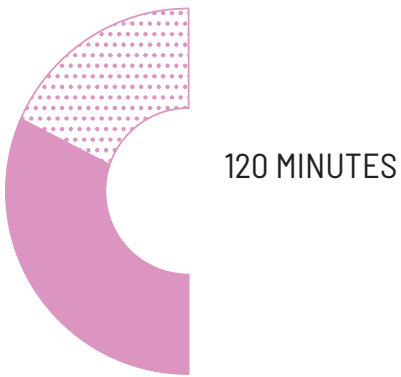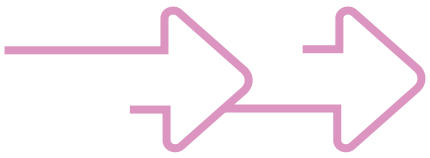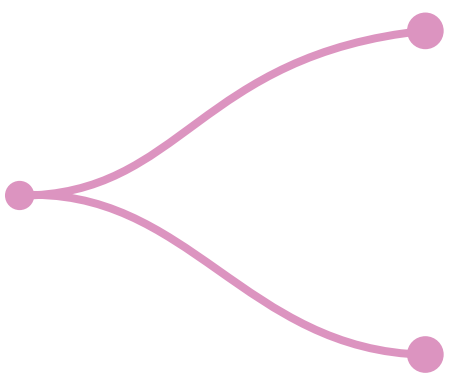
https://www.4gdp.eu

EVALUATION

Observation from the trainer, evaluation of participants' contributions in the outcome questionnaire.

MATERIALS REQUIRED
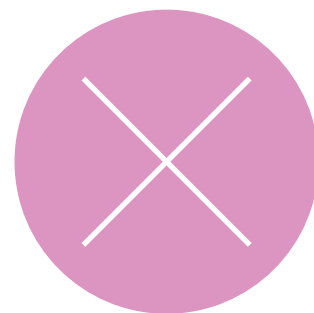
No material is needed for this activity.

MODULE I, SESSION 3: FUNDAMENTS OF STORYTELLING

DURATION OF IMPLEMENTATION

120 MINUTES

AIM

Teach some basics on good storytelling.

OBJECTIVES

Introduce/improve knowledge on storytelling.

Join storytelling and emotions.

Teach how to keep the audience engaged.

EXPECTED RESULTS

Storytelling competences improved.

Two short stories written by each participant.

EDUCATIONAL ACTIVITIES, TECHNIQUES USED

Reflexion
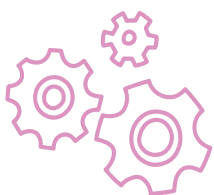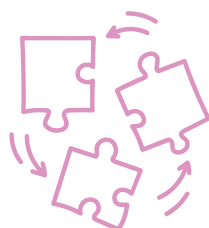
Brainstorming
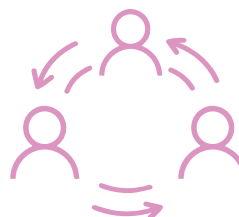
Debate

Video

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

The facilitator explains the purpose of learning about storytelling for the creation of didactic pills.

Each participant writes two short stories including adesign or image. They have 30 minutes to do it. "Writing prompts":

- Writing Prompt 1: Write a short story of a difficult moment in your life that you overcame.
- Writing Prompt 2: Write a short story about a "please,kill me now!" moment.

After that, participants gather per country once they are finished and they share the stories with the group so they all can choose the best one for each category. The facilitator explains some basics of good storytelling:

- The hero's journey
- The structure of a good story (timeline, introductionconflict- climax-resolution)
- How to keep the audience engaged
- The importance of a good headline and conclusion.
- Example of one online post to critique in common.

Editing time: The group reviews the stories creates a fictional main character, and changes the structure and wording.
Video: https://www.youtube.com/watch?v=1ytFB8TrkTo

RESOURCES FOR PREPARATION OF TRAINERS

https://www.4gdp.eu
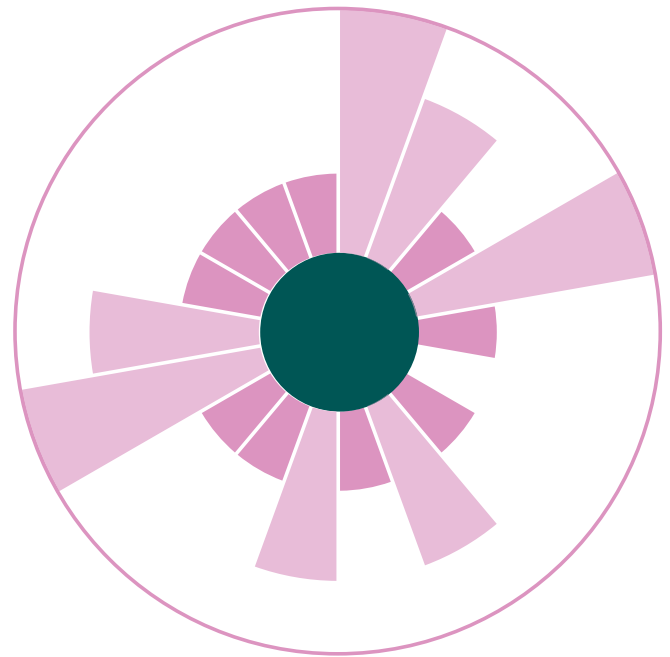
EVALUATION

Observation from the trainer, evaluation of participants' contributions in the outcome questionnaire.
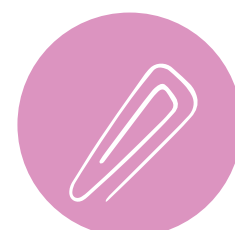
MATERIALS REQUIRED

Sheets or Notebooks
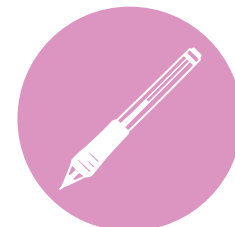
Pens

Attached text about how "write a story with structure"

WRITE A STORY WITH STRUCTURE ORGANIZING YOUR THOUGHTS:

It's good to write a list of ideas or prepare some index cards:

1. Purpose: Is the story to inform or persuade? Is it aimed at getting the audience to take action? What do I hope to accomplish with the communication?

2. Move to the middle to create the main ideas: the 3 or 4 principal thoughts you want to communicate to your audience. With more ideas, you risk leaving your audience fuzzy, confused. Better to have a few well-clear points. Write the main ideas in separate index cards.

3. Details: to bring the main ideas to life (details put the meat of the bones of your main ideas). Details can be information relevant to the audience, statistics, descriptive word pictures, anecdotes/analogies, visual aids.

4. Now you're ready to write the introduction. You have to give the audience a reason to listen in the very first sentence. In the opening sentence.
Open with energy, and you will have captured their attention
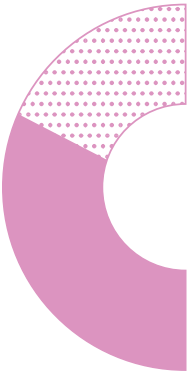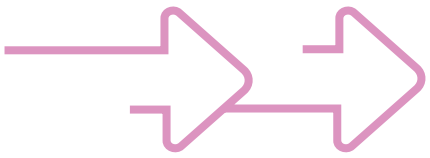
STRUCTURE:

INTRODUCTION
FIRST MAIN IDEA
DETAILS
NEXT MAIN IDEA
DETAILS
CONCLUSION

The purpose has to be embedded in every step

5. Conclusion. This is the part that people will remember more, so it's a great opportunity to add a call to action or a moral of the story, with a takeaway for your audience.

MODULE I, SESSION 4: EFFECTIVE COMMUNICATION & INTERPERSONAL RELATIONSHIPS

DURATION OF IMPLEMENTATION

120 MINUTES

AIM

Improve competences in effective communication & interpersonal relationships.

OBJECTIVES

Teach about corporal language, tone and active listening.

Look at interpersonal relationships as negotiations.

EXPECTED RESULTS

Be aware of the elements involved in effective communication.

Be aware of how effective communication has a positive impact on interpersonal relationships.

Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

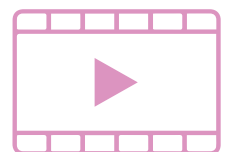## EDUCATIONAL ACTIVITIES, TECHNIQUES USED
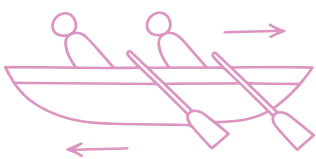
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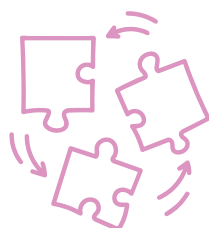
Brainstorming
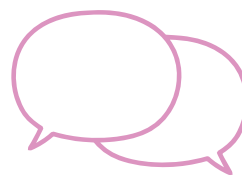
Discussions

Video

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

Energizer: Since it is a very diverse group with people from different age groups, the facilitator guided a little bit of Qi Gong as a mild exercise to energize them before the next workshop.
HTTPS://WWW.YOUTUBE.COM/WATCH?V=0GJSARPUGKI

The facilitator asks the group to accept the following challenge: "Try to stop complaining and having negative thoughts for 24 hours in a row, starting now". Then, they show them the following video:
VIDEO: TELENOVELA "¿QUÉ HORA ES?"
https://www.youtube.com/watch?v=4cKGyOE_jOI&t=108s

Editing time: The group reviews the stories creates a fictional main character, and changes the structure and wording.
Video: https://www.youtube.com/watch?v=1ytFB8TrkTo

The facilitator briefly explains the elements of effective communication that enhance interpersonal relationships:
- Corporal language
- Tone
- Making sure we are understood (active listening and speaking)
- Interpersonal relationships as negotiations.
- The effectiveness of images to communicate: the human brain has the ability to remember 70% of what we see, compared to 20% of what we read and 10% of what we hear.
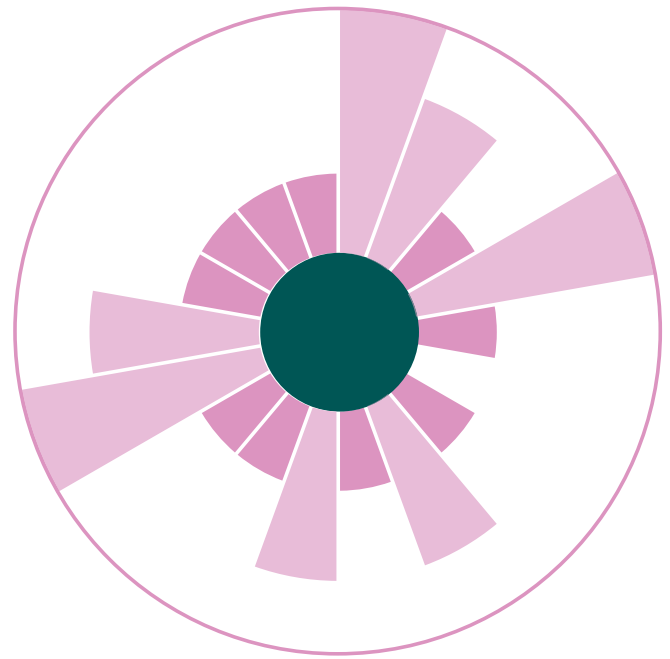
She/he then hands one love poem and asks for 4 volunteers to read the same story wanting to transmit different feelings:
Love, obsession, anger and disgust.

The groups read the stories of the writing prompts from the morning, watching all the techniques learned during the day.

RESOURCES FOR PREPARATION OF TRAINERS

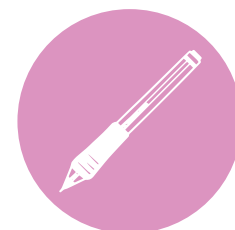https://www.4gdp.eu

EVALUATION

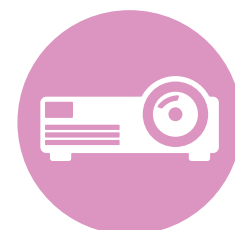Observation from the trainer, evaluation of participants' contributions in the outcome questionnaire.
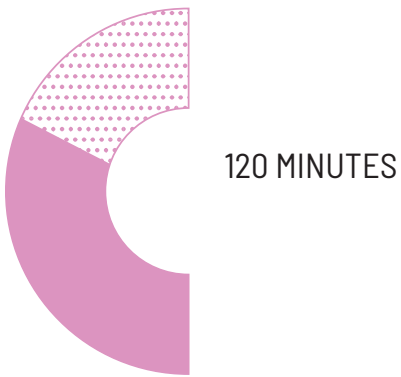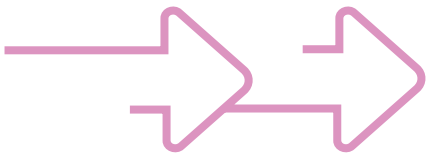
MATERIALS REQUIRED

Sheets or Notebooks
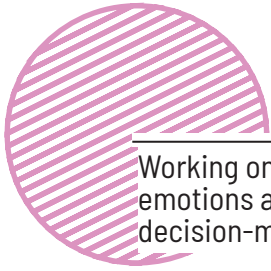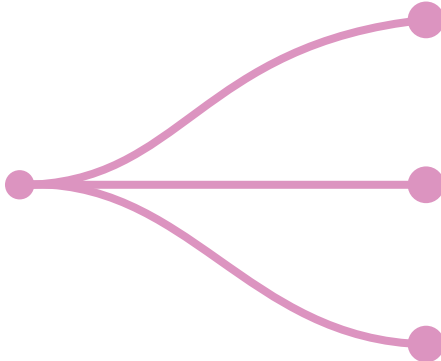
Pens

projector

MODULE I, SESSION 5: CREATIVITY & DECISION MAKING

DURATION OF IMPLEMENTATION

120 MINUTES

AIM

Improve competences in creativity and decision-making.

OBJECTIVES

Show how to find inspiration to create a story.

Working on emotions and decision-making.

EXPECTED RESULTS

Creation of a character.

Join storytelling with creativity, emotions and decisionmaking.

Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

EDUCATIONAL ACTIVITIES, TECHNIQUES USED

Dance

cards game (images)

storytelling

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

The participants listen to (and dance) the song "Every breath you take" by The Police, and form 4 different groups, which will sing it transmitting different feelings: Love, obsession, anger and disgust.

The participants play with EMO cards that reflect a personal characteristic. The facilitator organizes random groups of three and hands one card to each participant. They have to create a character that has the three distinctive characteristics and put him/her into a situation where they will have to take a big life-changing decision. The situation has to be very challenging for the protagonist and make him/her break their comfort zone (for example, one very independent character who wants to travel around the world and fall in love deeply with someone who gets pregnant, or the character gets pregnant herself).

The groups will have to create the story of the character, write their hero's journey, and describe their decisionmaking process so it respects all their feelings and personality.

RESOURCES FOR PREPARATION OF TRAINERS
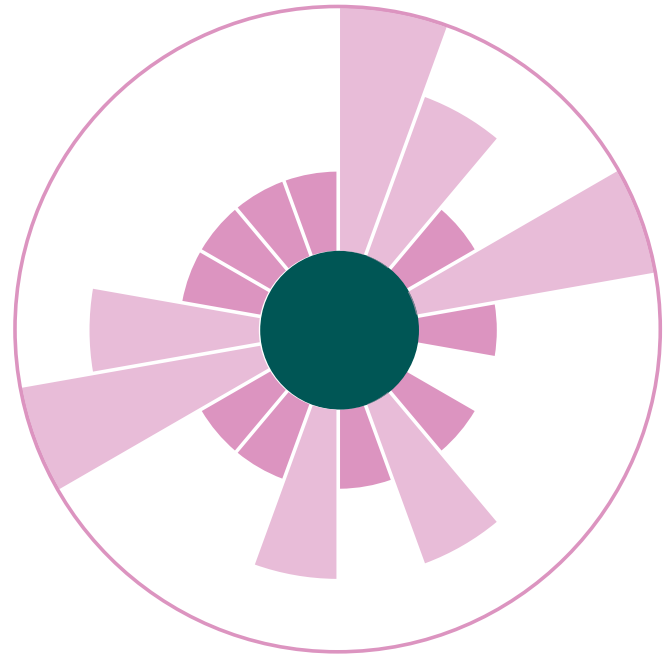
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EVALUATION

Observation from the trainer, evaluation of participants' contributions in the outcome questionnaire.

MATERIALS REQUIRED

Sheets or Notebooks

EMO cards game
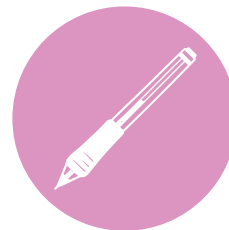
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Speaker

MODULE I, SESSION 6: PROBLEM SOLVING

DURATION OF IMPLEMENTATION

120 MINUTES

AIM
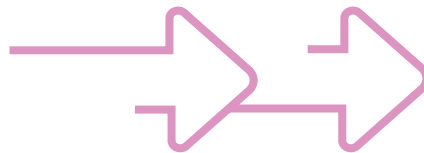
Improve competences in problem solving.

OBJECTIVES

Teach how to face problems.

Increase participant's self-confidence.

Guidelines for effective problem solving.

EXPECTED RESULTS

Realize how different attitudes can help/block problem solving.

Participants' self-confidence increased.

Participants have an idea of a possible set of activities and techniques they can use when working on this domain.
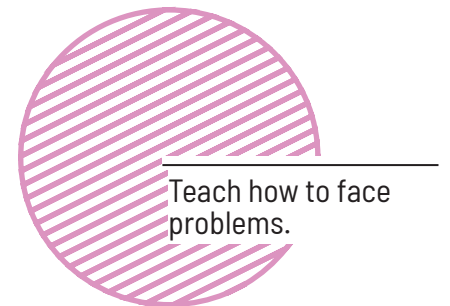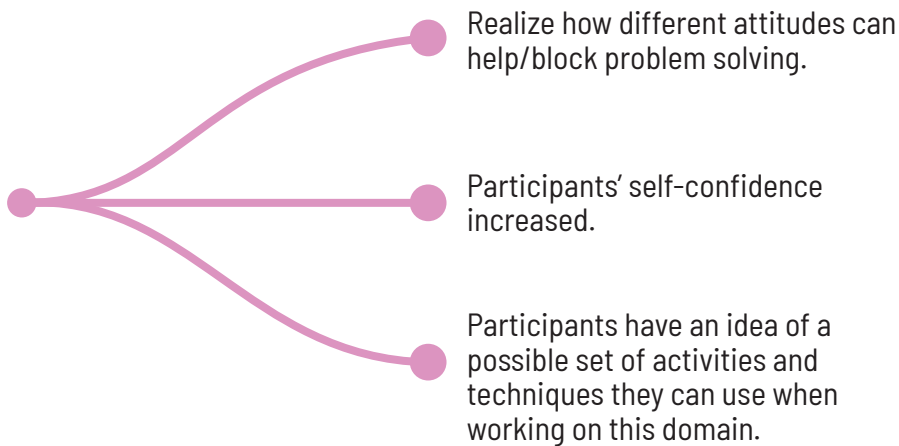
EDUCATIONAL ACTIVITIES, TECHNIQUES USED

Storytelling

Audio

Debate

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

The facilitator opens a debate about the skills needed to solve problems. Transmit the idea that ignoring a problem only makes it bigger. Many people are so scared to face problems that they convert them into very difficult situations. The first step to effective problem-solving lies in selfconfidence. Learning this skill at a young age is a real superpower for life as an adult.

Divided into four groups, participants are given the following problematic situations (one per group):
- Mike doesn't have money to pay the mortgage
- Louise is 16 years old and just found out that she is pregnant
- Tim overheard his boss saying on the phone that the company is closing in 3 months.
- Alyson is in the middle of the trimester and hasn't studied anything at all. She can't find the motivation to start because everything accumulated.

The facilitator explains the steps for problem-solving (see attached document "Steps for an effective problem solving") and after that, participants have to follow the steps for solving twice the problematic situation assigned:
1. The first time, they imagine that their character is shy, introverted, tends to feel overwhelmed and anxious, and is not very confident.
2. The second time, their character will have a strong personality, is extroverted, resolute, and confident.

Each group shares the conclusions of both exercises with the rest of the groups.

RESOURCES FOR PREPARATION OF TRAINERS
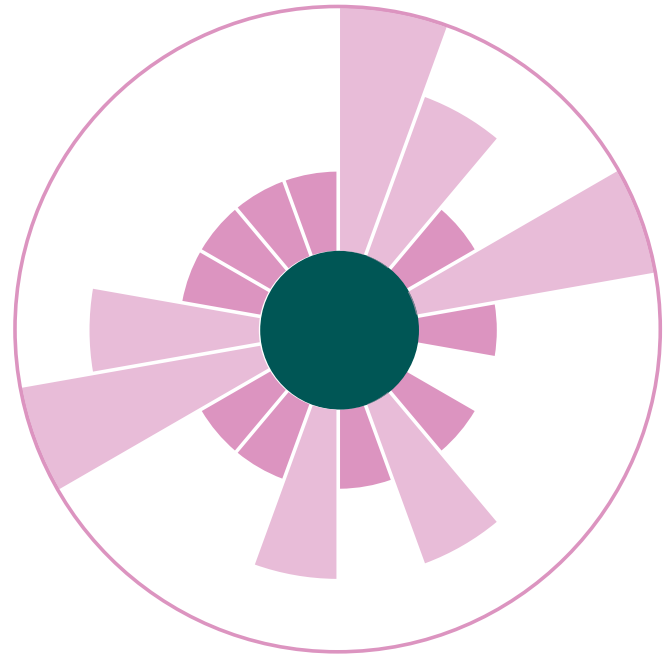
https://www.4gdp.eu

https://www.indeed.com/career-advice/career-development/smartgoals

EVALUATION

Observation from the trainer, evaluation of participants' contributions in the outcome questionnaire.

MATERIALS REQUIRED
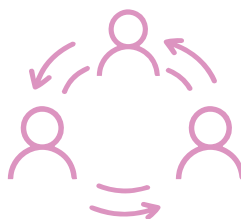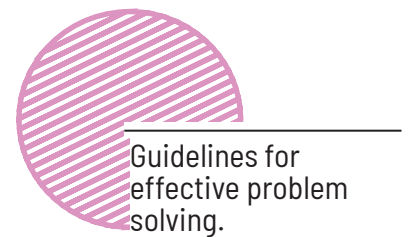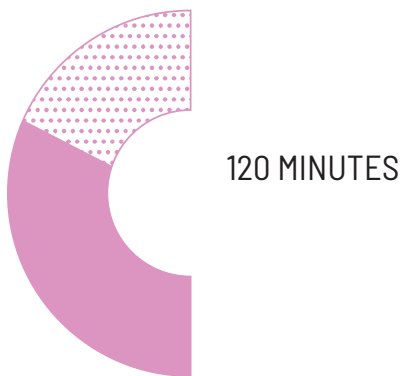

Sheets or Notebooks
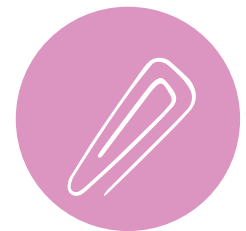
Attached text about how "Steps for effective problem solving"

Pens

Listen to Steve Chandler's audio about the power of words.

PROBLEM-SOLVING

Steps for effective problem solving:

1. Try to detach from the problem and act like it is happening to someone else. Being overwhelmed with our own emotions doesn't allow us to think with clarity (that's why it's great to create a character). We want to be in problem-solving mode, not in victim mode.

2. Identifying the problem. Define exactly what the situation is and why it is a problem. What will happen if we don't do anything? And if we do something about it? Can we change the situation? Is it really our problem or somebody else's?

3. Did you ever have a similar situation in the past? If you did, how did you overcome it? What resources did you use? Are they still available? If you didn't, do you know someone who had a similar problem in the past? How did they fix it?

4. Brainstorm possible solutions. If you don't find any, try the "5-why exercise" put a why in front of the problem statement and answer the question. Put a why in front of that answer and answer the second question, do it until you wondered why 5 times. In some of those steps is where the situation became a problem, and the solution usually lies there.

5. Select one and have another handy in case this one doesn't work.

6. Define an action plan that has the characteristic of a SMART goal (Specific, Measurable, Attainable, Relevant, and Time-based).

7. How and when will you know that the situation was fixed? Set a time for reviewing the problem and how the solution worked for you. On that day, reflect on it and implement the changes that you might need to get closer to your goal.

8. Create a little story to tell the problem-solving process of your character according to their specific personality and their resources.

SMART GOALS

Let's turn a goal like "I want to be in leadership" into a SMART goal.
https://www.indeed.com/career-advice/career-development/smart-goals

S — SPECIFIC

Make your goals specific and narrow for more effective plannig

Be as clear and specific as possible with what you want to achieve. The more narrow your goal, the more you'll understand the steps necessary to achieve it. Example: "I want to earn a position managing a development team for a startup tech company."

M — MEASUREABLE

Define what evidence will prove you're making progress and reevaluate when necessary

What evidence will prove you're making progress toward your goal? For example, if your goal is to earn a position managing a development team for a startup tech company, you might measure progress by the number of management positions you've applied for and the number of interviews you've completed. Setting milestones along the way will allow you to re-evaluate and course-correct as needed. When you achieve your milestones, remember to reward yourself in small but meaningful ways. Example: "I will apply for three open positions for the manager of a development team at a tech startup."

A — ATTAINABLE

Make sure you can reasonably accomplish your goal within a certain timeframe

Have you set an achievable goal? Setting goals you can reasonably accomplish within a certain timeframe will help keep you motivated and focused. Using the above example of earning a job managing a development team, you should know the credentials, experience and skills necessary to earn a leadership position. Before you begin working toward a goal, decide whether it's something you can achieve now or whether there are additional preliminary steps you should take to become better prepared. Example: "I will update my resume with relevant qualifications, so I can apply to three open positions for the manager of a development team at a tech startup.

R — RELEVANT

Your goals should align with your values and long-term objectives

When setting goals for yourself, consider whether or not they are relevant. Each of your goals should align with your values and larger, long-term goals. If a goal doesn't contribute toward your broader objectives, you might rethink it. Ask yourself why the goal is important to you, how achieving it will help you and how it will contribute toward your long-term goals. Example: "To achieve my goal of being in leadership, I will update my resume with relevant qualifications so I can apply to three open positions for the manager of a development team at a tech startup."

T — TIME-BASED

Set a realistic, ambitious end-date for task prioritization and motivation

What is your goal time frame? An end date can help provide motivation and help you prioritize. For example, if your goal is to earn a promotion to a more senior position, you might give yourself six months. If you haven't achieved your goal in that timeframe, take time to consider why. Your timeframe might have been unrealistic, you might have run into unexpected roadblocks or your goal might have been unachievable. Example: "To achieve my goal of being in leadership, I will update my resume with relevant qualifications so I can apply to three open positions for the manager of a development team at a tech startup this week."

MODULE I, SESSION 7: CRITICAL SPIRIT

DURATION OF IMPLEMENTATION

120 MINUTES

AIM

Improve competences on critical spirit.

OBJECTIVES

Teach techniques to understand other people´s thoughts.

Invite to question participants´ own ideas and their origins.

Give critical thinking techniques.

EXPECTED RESULTS

Participants are aware of their thought processes.

Participants notice if they have resistance to accepting new ideas.

Participants learn about common thinking mistakes.

Participants achieve critical thinking tools.

Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

EDUCATIONAL ACTIVITIES, TECHNIQUES USED
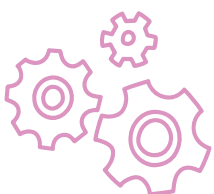
Reflexion
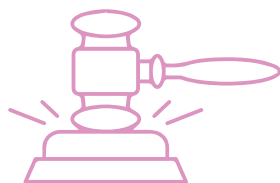
Statements
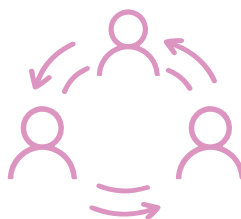
Debate

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

Sometimes we "go with the flow" because we want to be accepted by our peers or in our social group. It's easier to follow others than to question why we do what we do.

In a big circle on cushions, in the first part of the workshop, the group reflects on some art statements: "Art is a lie that brings us closer to reality", Pablo Picasso
"Art is not something that can be picked up and left. It is necessary to live», Oscar Wilde
"The world is full of small joys: art consists in knowing how to distinguish them", Li Tao Po
"Mirrors are used to see one's face; the art to see the soul", George Bernard Shaw

Non-art-related statements:
"The stronger our principles, the less open-minded we are"
• We like to believe that we are open-minded, but we were also educated to have strong principles. What does it take to be really open-minded?
• Do you find any relationship between tolerance and an open mind? And between tolerance and empathy?
• How badly do we need to be right?
• When was the last time we questioned our belief system or we chose to think differently from our educators?
• Did you ever vote for a different political party? Does the idea of it create a strong emotion? (i.e. repulsion)

Statements from megastars:
Christiano Ronaldo: «My father always taught me that when you help others, God gives you double. And that's what really happened to me. When I helped people in need, God helped me even more.»

Ronaldo – A young Japanese fan tried to talk to Cristiano Ronaldo in Portuguese, but because he can't pronounce the words correctly, the journalists and crowd all laughed at him, then Ronaldo stood up for him and said "Don't laugh at him, he's trying his best…. It's called respect".

Sadio Mané: «Why would I want 10 Ferraris, 20 diamond watches, or two planes? What will these objects do for me and for the world? I was hungry, and I had to work in the field; I survived hard times, played football barefooted, I did not have an education and many other things, but today with what I earn thanks to football, I can help my people. I built schools, and a stadiandium, and we provide clothes, shoes, and food for people who are in extreme poverty. I do not need to display luxury cars, luxury homes, trips and even planes. I prefer that my people receive a little of what life has given me.»

The participants choose a topic to debate where the group is 50% divided:
• Should some hard drugs be legalized?
• Is it bad for teenagers to watch pornography?
• Cosmetic surgery; an issue of insecurities?
• Catholic priest celibacy; is it right?

Once the group is split, the facilitator asks them to debate, defending exactly the opposite idea of what they believe. They have 15 minutes to think individually of their new arguments, using some critical thinking tools (see attached document):

The participants have another 15 minutes to decide the main arguments they want to defend as a group. They debate for another 15 min with the other group.

Finally, they reflect on:
• How difficult was it for you to find arguments to defend the opposite of what you believe?
• Did you ever question your ideas regarding this?
• Do you see the issue from a different angle now?

EVALUATION

Observation from the trainer, evaluation of participants' contributions in the outcome questionnaire.

MATERIALS REQUIRED

Attached text about how "Critical thinking tools"

RESOURCES FOR PREPARATION OF TRAINERS

https://www.4gdp.eu

Attached document "Critical thinking tools"

CRITICAL THINKING TOOLS

1. Ask simple questions and question basic assumptions (why do I believe this? Who defends this idea? What is the position of my educators? Do I think just as my educators do or right the opposite? Am I neutral to people thinking the opposite?)

2. Evaluate evidence that already exists (defending the new perspective)

3. Push yourself to think critically (and for yourself)

4. Be aware of your thought processes (do you find any resistance to accepting the new idea?)

5. Look for common thinking mistakes

    a. Appeal to authority or consensus: choosing the argument by quoting an "expert."

    b. Argument selectivity: choosing certain points of an argument that fit your agenda, instead of looking at the whole issue.

    c. Confusing correlation with causation: thinking that two things that often happen together mean that one caused the other, instead of these things being caused by something else entirely.

    d. Over-generalization: thinking that because something is true for one thing, it's automatically true for something else. A lot of the time, this comes from our own biases.

6. Build on strategies

    a. Train your focus: We're often distracted and multitasking in today's world. See how long you can stay focused on one thing.

    b. Use evidence-based reasoning: always use evidence to back up your argument.

c. Identify what's missing: no argument is completely thorough; if it was, there'd be no reason to keep debating issues today. So, always look for what could be missing from your argument.

7. Use some critical thinking techniques:

a. Analytical thinking (considering points supporting all sides)
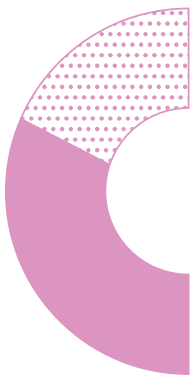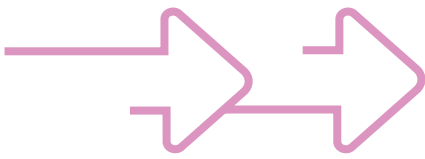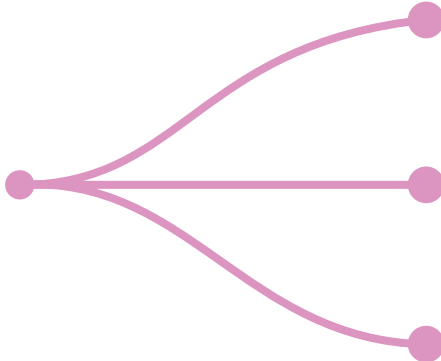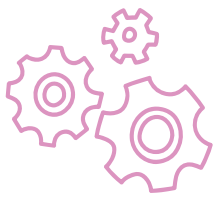
b. Communication (take the time to learn from people with opposing views and consider different media for your research).

c. Creativity (take time to brainstorm and find another approach to something)

d. Open-mindedness

e. Problem-solving (using the techniques we already reviewed)

MODULE I, SESSION 8: EMPATHY

DURATION OF IMPLEMENTATION

120 MINUTES

AIM

Improve competences on empathy

OBJECTIVES

Teach about others' first impressions and prejudices.

Teach about others' feelings and thoughts.

EXPECTED RESULTS

Participants understand how emotions manifest in the body;

Participants have more control over their internal impulses.

Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

EDUCATIONAL ACTIVITIES, TECHNIQUES USED

Reflexion

Role-playing

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

The trainer can start talking about empathy and compassion as two sides of the same coin: how we treat ourselves will be reflected in how we treat others. Then, open a reflection moment through the following questions:
- How tolerant are we of our mistakes? And the mistakes of others?
- How patient are we with our learning process? And with others'?
- How hard do we judge ourselves? How about others?
- How important are first impressions for us?

Exercise:
The facilitator asks them to gather in colors, and secretly share a situation for each one.

Blue: your most beloved person in the world died 2 days ago out of the blue. You spent the last 2 days in the funeral arrangements, and yesterday they were buried. Today is your first day of "normality" without that person in your life.

Red: You've been secretly in love with your best friend forever. When they were single you had someone and vice versa. You never knew for real if they felt the same about you, and you somehow accepted that nothing would ever happen. He/she set you for a blind date with someone yesterday, and you went there not knowing who would be and not very happy about it. It was your best friend, and you just started together. You are over the moon.

Green: You received an official notification from the Government to go today to the Tax-office. You just finished a 2-hour-long meeting with the tax inspector who told you that your tax advisor never paid your taxes and left the country with your money. You owe more than 15 years of taxes + fines and surcharges. They just repossessed your house and withdrew your passport, and you had to go straight to work, you didn't have time to tell your spouse yet.

The facilitator makes new groups with one component from each color. Then, they recreate a social situation where they go to a fancy party with their VIP clients and some politicians. They cannot share their personal stories there.

They have to exchange roles for a first impression. The person with the blue color will act "normal" when and approach the other two to introduce him/herself having a small talk with them. The other two behave according to the situation described in their colors (but won't share what happened). The person with blue writes his/her first impression on them.

Same with the other two colors.

Once everybody does their roles, they share: what their first impression was, how they felt, how they think they will treat/see that person in the future, what would need to happen for them to see that person differently in the future.

Then they share in their group their fictional personal situations.

With the new information, they have to reflect again on their first encounter and impression. Did you misjudge them? Do you understand their behavior more profoundly? Did your image of them change?

The groups share their impressions (if there's time for that, we change the group reflection to an individual one in a big circle).

RESOURCES FOR PREPARATION OF TRAINERS
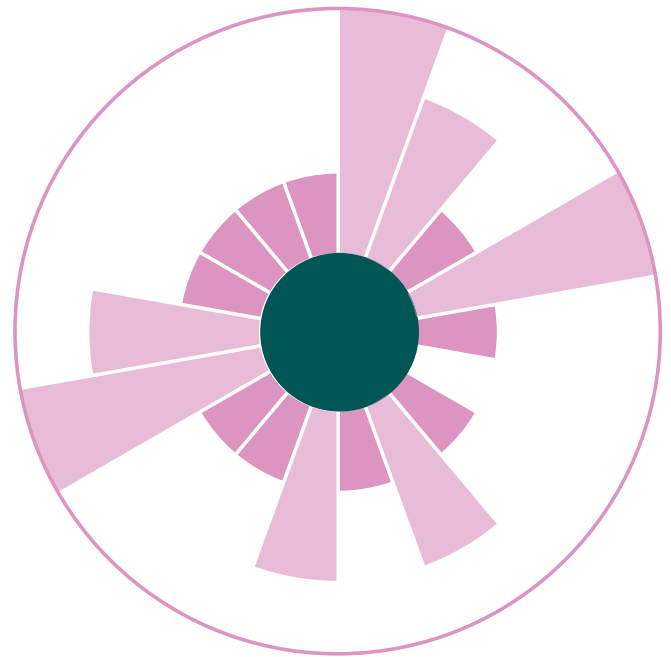
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EVALUATION

Observation from the trainer, evaluation of participants' contributions in the outcome questionnaire.

MATERIALS REQUIRED

HELLO
MY NAME IS

Tag names made at the beginning of the training course.

MODULE I, SESSION 9: SELF-AWARENESS

DURATION OF IMPLEMENTATION

120 MINUTES

AIM

Improve competences in self-awareness

OBJECTIVES

Explain tools for self-awareness.

Promote reflections about participants' personality, their feelings, personal life goals, etc.

EXPECTED RESULTS

Each participant is aware of their personal characteristics;

Participants have an idea of a possible set of activities and techniques they can use when working on this domain.
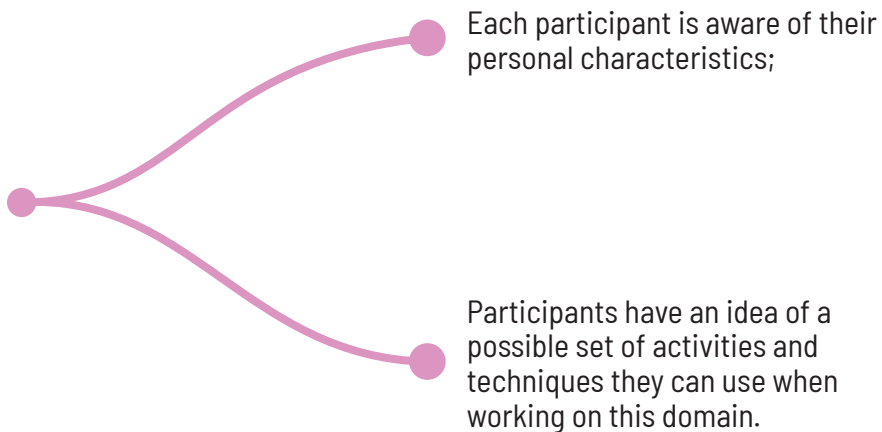
EDUCATIONAL ACTIVITIES, TECHNIQUES USED
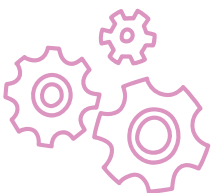
Reflexion
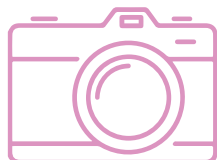
Photography

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

The facilitator can start explaining the self-awareness concept and give some tools to achieve this soft skill (see further tools in the attached document):
- Reflect on how you feel right now
- Make a list of your daily emotions
- Explain your decisions, don't just make them

After that, the facilitator can generate a reflection moment inviting participants to answer individually some questions (see further questions in the attached document):
- Am I the same person in every circumstance?
- How do I feel when others tell me how i/who I am?
- Have others told me something about my personality that I don't agree with?
- How free do I feel to change my personality? Would my friends and family see that change?

After that, the facilitator can show several portraits of people with neutral facial expressions, and the participants have to say what they think their faces reflect, what they feel, what experiences they have had....
At the end of the exercise, the facilitator explains that the answers to these questions come from their own worries, fears, and positive experiences...

Finally, the participants can share with the group in a big circle on the floor. The trainer can do some questions to guide the debate: Did you find out something about yourself? How did you feel about this exercise?

RESOURCES FOR PREPARATION OF TRAINERS

■ ■ ■ ■ ■ ■ https://www.4gdp.eu

■ ■ ■ ■ ■ Tools for self-awareness

■ ■ ■ ■ ■ Attached document

EVALUATION
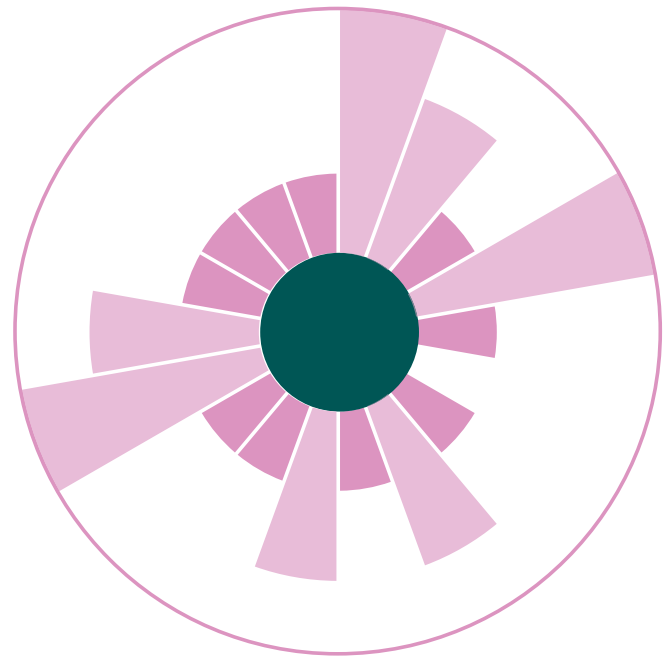
Observation from the trainer, evaluation of participants' contributions in the outcome questionnaire.
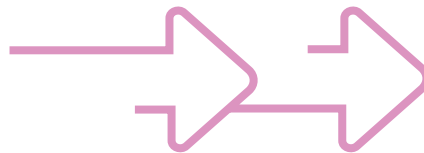

MATERIALS REQUIRED

Several portraits.

WHO AM I?

THE SELF-AWARENESS QUESTIONNAIRE

Am I the same person in every circumstance?

I am the same person in every circumstance

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

How do I feel when others tell me how/who I am?

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

Have others told me something about my personality that I don't agree with?

How free do I feel to change my personality?

I feel free to change my personality when I am in different circumstances?

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

Do I give freedom to others to change their personality or do I tag them forever?

I believe that people don't / can't change

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

I am the same person that I was 10 years ago

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

I will be the same ten years from now

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

What do I want in my life? Am I living my dream or operating on autopilot?

I have a clear vision for my future

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

Do I love myself?

I love myself

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

What are the things I would love to change in me? And what do I love more about myself?

What are the qualities I like more in other people? And which ones do I hate?
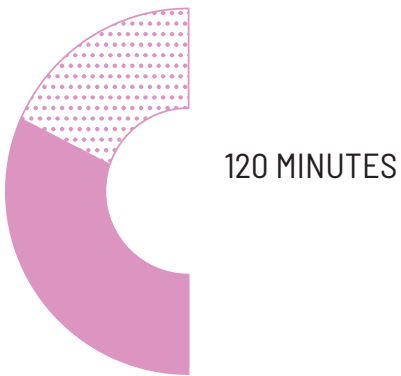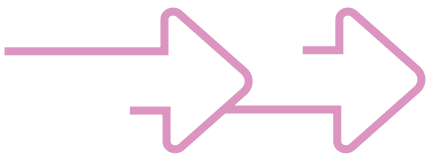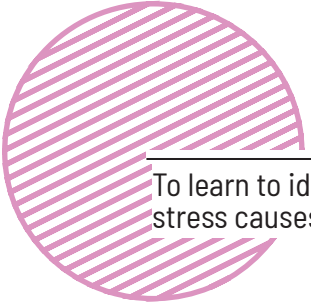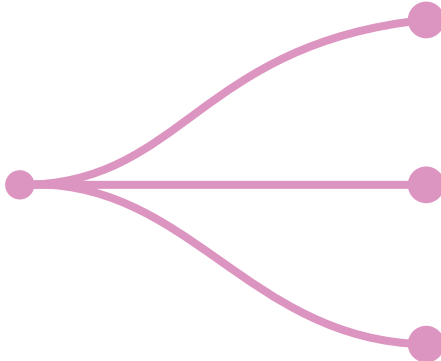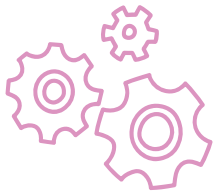
The qualities I love/ hate in others are the same that I love / hate in myself

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

TOOLS FOR SELF-AWARENESS

- Self-awareness comes from inside, never from outside.

- Journaling is a very powerful tool for self-awareness.

- Don't ever use the expression "you are" and don't allow others to tell us who you are (only respectfully listening to how they see us, but we are the main characters of our own story).

- Whenever I feel too irritated with someone, check why it bothers me so much (is it envy/mirroring/ or something else?)

- First impressions have more to do with ourselves and how we feel in the moment we meet someone, than with others.

- Our interactions with others are only pictures and short frames in the movie of their lives.

MODULE I, SESSION 10: STRESS MANAGEMENT

DURATION OF IMPLEMENTATION

120 MINUTES

AIM

Improve competences in stress management

OBJECTIVES

To learn to identify stress causes.

To learn to prevent stress.

To show the consequences of a stressful life.

EXPECTED RESULTS

Participants are aware of their own process when they face stress episodes.

Participants achieve techniques to combat stress.

Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

EDUCATIONAL ACTIVITIES, TECHNIQUES USED

Guided imagery therapy

Reflexion

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

Divided into groups, the participants can reflect on these questions:
- Does stress come from inside or outside?
- Is the teaching profession one of the most stressful careers?
- Is there any stress-free career?
- What are the consequences of a stressful life?
- How can we prevent stress?

Share the conclusions.

After that, sitting in a big circle, the facilitator will reflect with them on the stress defined as how we take the situations that happen to us; the consequences of chronic stress, and the importance to live in the now vs. the past (leading to depression) or the future (leading to anxiety). They can take an official "perceived stress scale" test by the employee assistance program in New Hampshire.

They can reflect on the challenge of the first day "24hrs without negative thoughts" and see if they could make it. They can evaluate their "happiness in the now" test according to Positive Intelligence (if 20% of our thoughts are negative, our average level of happiness is 80%).

The imaginary lemon exercise: The facilitator asks them to close their eyes and describes a table with a lemon on it. Describing the situation thoroughly, the facilitator leads them to cut and taste the lemon. Most of the time, the participants salivate. It's used as a tool to prove how our body is blind and doesn't distinguish between what is in our head and what is real.

Relaxation exercise: The facilitator does a guided relaxation exercise with the participants.

EVALUATION
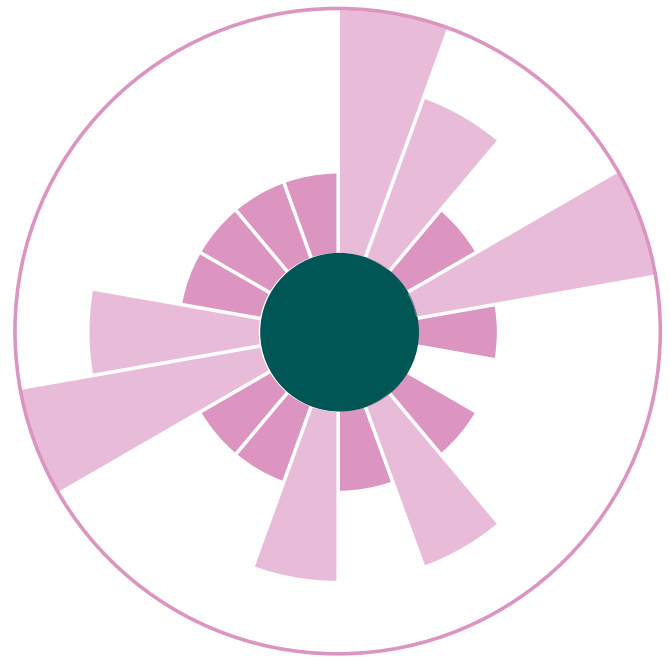
Observation from the trainer, evaluation of participants'
contributions in the outcome questionnaire.

MATERIALS REQUIRED
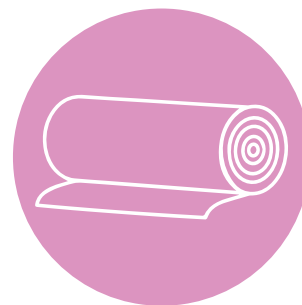
Roll mat

RESOURCES FOR PREPARATION OF TRAINERS

https://www.4gdp.eu

Perceived stress scale (insert document when converting to pdf version) Guided meditation

https://www.youtube.com/watch?v=ogjsArPUgkI
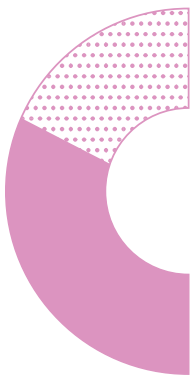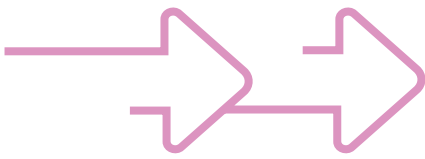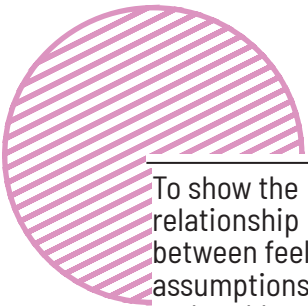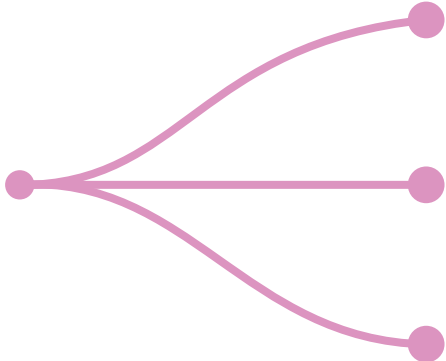
GUIDED MEDITATION

To try guided imagery, follow these steps:

1. Find a comfortable place to sit or lie down. Close your eyes.

2. Start by simply taking a few deep breaths to help you relax.

3. Imagine a calm and peaceful environment. It could be a beach, a mountain, a meadow, or a place of your choosing.

4. Imagine your place and try to add some detail. For example, is there a breeze blowing? How does it feel? What smells? How is the sky? Is it clear or are there clouds?

5. It is often helpful to add a path to the location. For example, as you walk out into the meadow, imagine a path that leads you across the meadow toward the trees on the other side. As he follows the path and heads out into the meadow, he feels more and more relaxed.

6. When you are in place and feel relaxed, take a few minutes to breathe slowly and feel calm.

7. Think of a single word or sound that you can use in the future to help you get back to this place. Then, when you are ready, slowly leave the place and come back to the present. Tell yourself that you will feel relaxed and revitalized, and that you will take that feeling of calm with you.

8. Count to 3 and open your eyes. Notice how you feel right now.

MODULE I, SESSION 11: MANAGEMENT OF EMOTIONS

DURATION OF IMPLEMENTATION

120 MINUTES

AIM

Improve competences in the management of emotions

OBJECTIVES

To show the relationship between feelings, assumptions and problem-solving.

To facilitate tools for the management of emotions.

EXPECTED RESULTS

Emotional awareness developed-developed abilities to recognize and name emotions;

Developed the ability to express emotions and talk about their causes.

Acquired knowledge of a possible set of activities and techniques they can use when working in this domain.

EDUCATIONAL ACTIVITIES, TECHNIQUES USED

Storytelling

meditation

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

The facilitator provides some tools, like the dictionary of emotions or the importance of not making assumptions. Proper management of emotion is a combination of being able to successfully detect our feelings + not making assumptions + adequate problem-solving.

Each participant reflects on a situation in their life where they were embarrassed or suffered because of a misunderstanding.

Divided into groups, they share their stories and choose one. After that, they craft a story with an imaginary main character so the rest of the participants won't know to whom the story really belongs. Then, they tell the same story should they have properly managed their emotions.

Finally, they share the stories with the rest, and how they felt.

Audio Steve Chandler: Worry vs. concern 5-10 minutes of guided meditation.

RESOURCES FOR PREPARATION OF TRAINERS

▬ ▬ ▬ ▬ ▬ https://www.4gdp.eu

▬ ▬ ▬ ▬ Audio Steve Chandler: Worry vs. concern.

EVALUATION
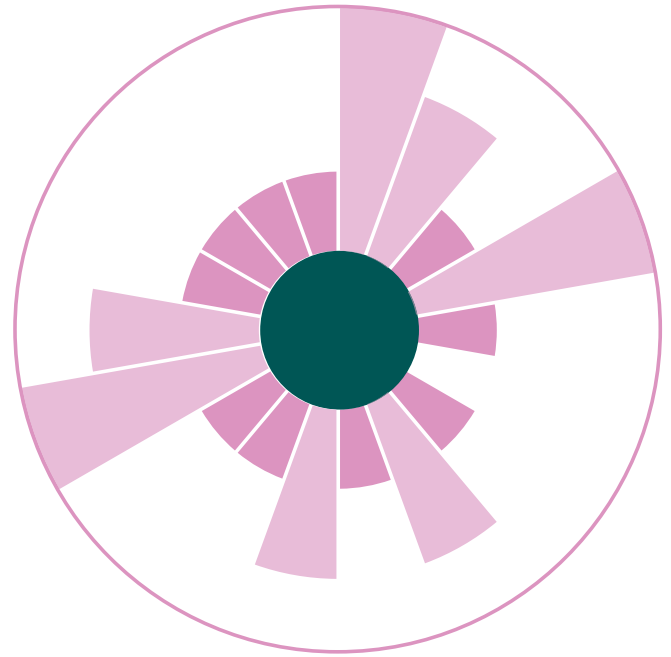
Observation from the trainer, and evaluation of participants' contributions in the outcome questionnaire.

MATERIALS REQUIRED
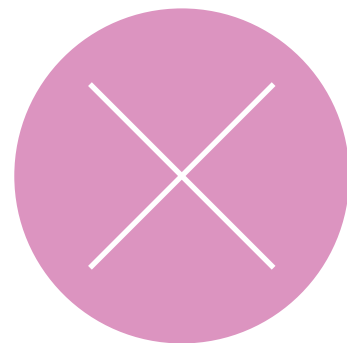
No material is needed for this activity.

MODULE I, SESSION 12: EVALUATION / REFLECTIONS / RECOMMENDATIONS

DURATION OF IMPLEMENTATION
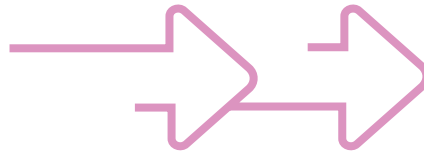
120 MINUTES

AIM

To evaluate and close the training

OBJECTIVES

Evaluation of the training course.

Compilation of new activities proposed by teachers to work on each soft skill with students.

EXPECTED RESULTS

Training curriculum enriched.

Analysis of the results of the evaluation questionnaire.
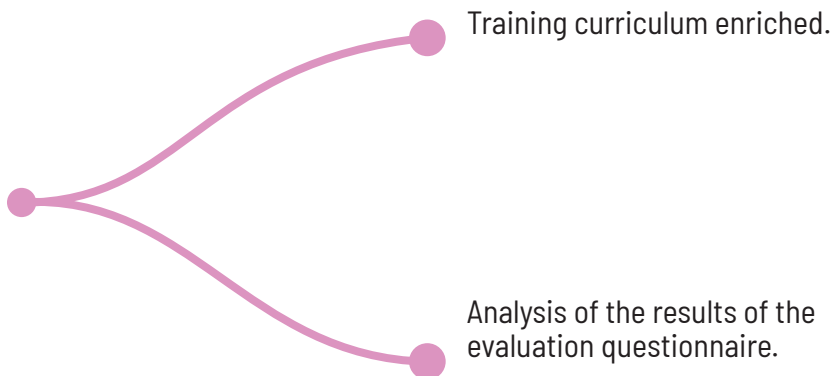
EDUCATIONAL ACTIVITIES, TECHNIQUES USED
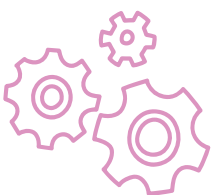
Reflexion

Questionnaire

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

Through the outcome questionnaire, the facilitator collects information about the degree of satisfaction with the whole training, the degree of evolution in the acquisition of soft skills, the most interesting and/or innovative points that have been discussed, and the possibilities of applying this kind of activities with students, from the teachers' point of view.

RESOURCES FOR PREPARATION OF TRAINERS

- - - - - - https://www.4gdp.eu

- - - - - - Outcome evaluation

EVALUATION
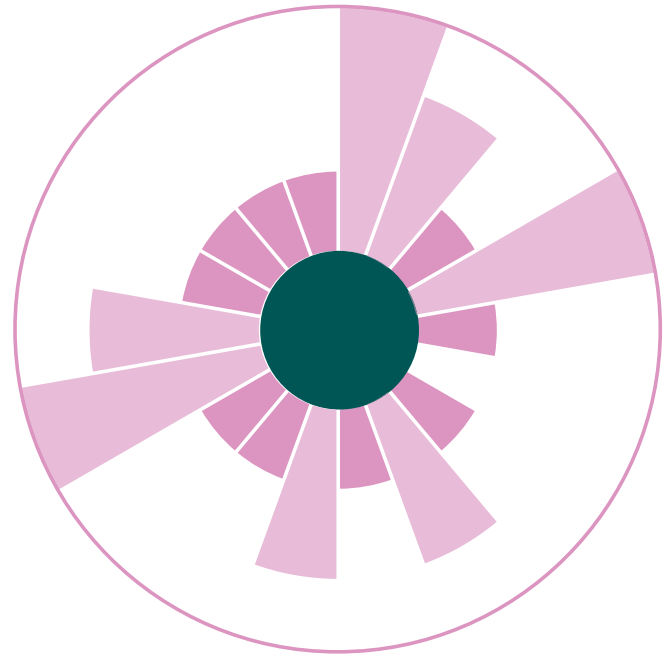
Observation from the trainer, and evaluation of participants' contributions in the outcome questionnaire.

MATERIALS REQUIRED
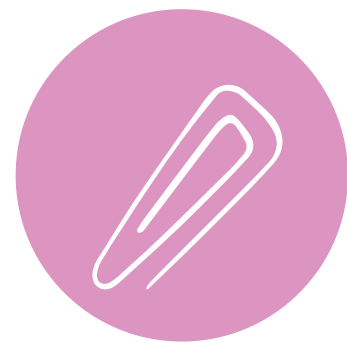
Outcome evaluation

OUTCOME EVALUATION

On a scale of 1 (Strongly agree) to 5 (Strongly disagree), please indicate to what extent you agree with the following statements.

I understand how soft skills can support preventing early school leaving

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

I feel confident in delivering specific strategies to promote students´social and emotional skills

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

I know how to create safe environments to support students´social and emotional learning

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

I understand how I can develop my own competencies to support students´soft skills

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	

I know about storytelling

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

I know how to build up and maintain a relationship with students based on confidentiality, respect and trust

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

Overall, how would you rate this training?

1	2	3	4	5
Poor	Fair	Good	Very good	Excellent

Please indicate to what extent you agree with the following statements:

I found the training engaging

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

I gained new insights (perspectives) on how I can reinforce soft skills among students

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

I acquired new skills to teach emotional intelligence to students

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

I found this training useful for my own practice

1	2	3	4	5
Poor	Fair	Good	Very good	Excellent

I intend to use what I learned in my practice

1	2	3	4	5
Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree

What worked well in this training?

How could this training be improved?
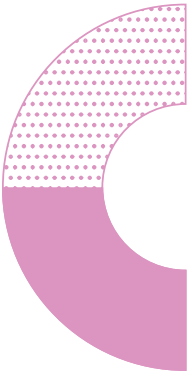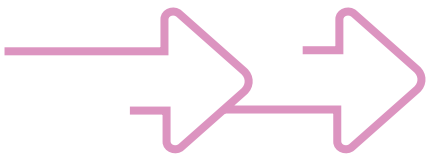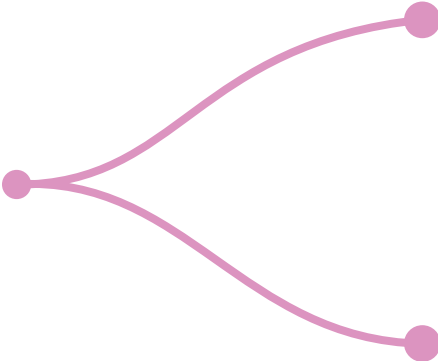
What do you consider the most useful aspects of the training in terms of your practice?

Are there any topics that should have been covered in the training, but were missing?

Do you have any other comments?

MODUL II: LEARNING PILLS PRODUCTION

MODULE II, SESSION 1: USEFULNESS OF THE INSTRUMENT FOR TEACHING PURPOSES

DURATION OF IMPLEMENTATION

90 MINUTES

AIM

To provide the theoretical framework behind the development and use of 4G didactic pills to clarify the benefits of using this tool in teaching practice.

OBJECTIVES

To familiarise participants with the strategies, methodologies and teaching techniques that inspired the design of the 4G didactic pills (digital storytelling as a teaching strategy, Universal Design for Learning and Scenario-Based Learning).

To explain to participants how to design debate activities or reality-based tasks to assign to their students starting from the use of 4G didactic pills.

EXPECTED RESULTS

Participants will be familiar with the main features of using digital storytelling as a teaching methodology and the principles behind Universal Design for Learning and Scenario-based Learning.

Participants will be able to organise and propose debate activities and reality-based tasks starting from the use of the 4G didactic pills.

EDUCATIONAL ACTIVITIES, TECHNIQUES USED

The facilitator sets up a digitally supported participatory lesson by sharing a PowerPoint presentation with the participants. By presenting the lesson topics they solicit interventions from the participants.

This is followed by an operational phase inspired by cooperative learning in which the participants, divided into groups, are asked to design debate activities or reality-based tasks to assign to their students starting from the use of the pills.

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

The facilitator introduces the elements that inspired the pills: digital storytelling, Universal Design for Learning and Scenario-Based Learning. They address them one by one and take a closer look at what they consist of and the advantages of using them in teaching practice.

In a second step, he/she illustrates the two kinds of assignments that can be proposed to the class starting from the use of 4G didactic pills: debate activities and reality-based tasks. For each one, they explain what it is and gives examples of how to use it in relation to the work with the 4G didactic pills. Participants are then divided into groups. Each group, starting with one of the didactic pills, has to design a debate activity or a reality-based task that can be proposed in the classroom.

EVALUATION

Sharing of work done in the group activity and discussion.

MATERIALS REQUIRED

PC

PowerPoint presentation

RESOURCES FOR PREPARATION OF TRAINERS

Genially:
https://genial.ly/it/

Life skills:
World Health Organization. Division of Mental Health. (1994). Life skills education for children and adolescents in schools. Pt. 1, Introduction to life skills for psychosocial competence. Pt. 2, Guidelines to facilitate the development and implementation of life skills programmes, 2nd rev. World Health Organization. https://apps.who.int/iris handle/0665/63 552

Didactic pills:
https://euprojects.giuntipsy.com/

Digital storytelling:
Van Gils, Frank. «Potential applications of digital storytelling in education.» 3rd twente student conference on IT. Vol. 7. 2005.
Robin, Bernard R. «Digital storytelling: A powerful technology tool for the 21st century classroom.» Theory into practice 47.3 (2008): 220-228.

Universal Design for Learning:
World Health Organization. Division of Mental Health. (1994). Life skills education for children and adolescents in schools. Pt. 1, Introduction to life skills for psychosocial competence. Pt. 2, Guidelines to facilitate the development and implementation of life skills programmes, 2nd rev. World Health Organization. https://apps.who.int/iris/handle/10665/63 552

Debate:
Garrett, Michele, Lois Schoener, and Lucy Hood. «Debate: A teaching strategy to improve verbal communication and criticalthinking skills.» Nurse educator 21.4 (1996): 37-40.
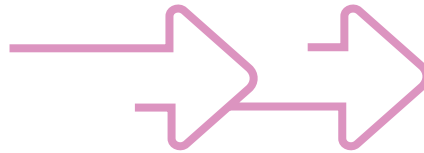
MODULE II, SESSION 2: HOW TO DESIGN AND ORGANISE CONTENT

DURATION OF IMPLEMENTATION

90 MINUTES

AIM
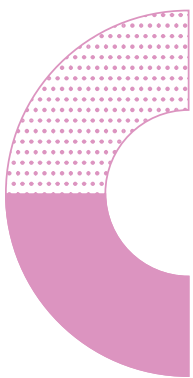
To provide the necessary tools to design a story and adapt it to the structure of the 4G didactic pills.

OBJECTIVES

To familiarise participants with the various steps that make up the process of creating a story.
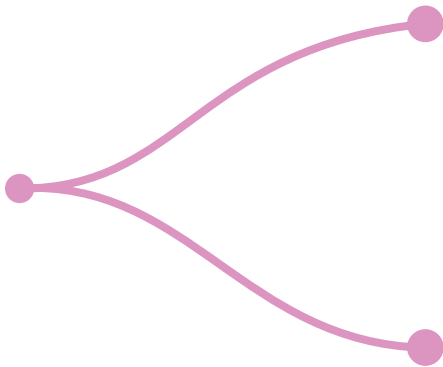
To Illustrate to participants a template to fill out in order to give the stories a multimedia look using Genially.

To guide participants in designing and structuring their own stories, based on one of the life-skills of their choice.

EXPECTED RESULTS

Participants will be able to create a story based on a life-skill.

Participants will acquire the ability to adapt the story to the structure of the 4G didactic pills.

EDUCATIONAL ACTIVITIES, TECHNIQUES USED

The facilitator sets up a digitally supported participatory lesson by sharing a PowerPoint presentation with the participants. By presenting the lesson topics he/she solicits interventions from the participants.

This is followed by an operational phase inspired by cooperative learning in which participants, divided into groups, are asked to devise stories inspired by a life-skill of their choice and adapt them to the template shared by the facilitator.

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

The facilitator gives participants an overview of the specific steps involved in creating and structuring stories: the selection of the life skill to promote, the definition of the scenario that requires to bring the chosen life skill into play, the definition of the two behavioural alternatives to choose from, the definition of the consequences of each alternative, the identification of the strengths and weaknesses of each of the two alternative behaviours.

After that he/she addresses each step in detail, explaining which elements need to be kept in mind and which aspects need attention in order to make the stories effective. Then the facilitator shows to the participants the template to fill in to facilitate the creation of a didactic pill through the use of Genially.

This is followed by a workshop phase in which the participants, divided into groups, will try to elaborate a story following the steps outlined in the lesson and insert it into the template shared with them by the facilitator.

RESOURCES FOR PREPARATION OF TRAINERS

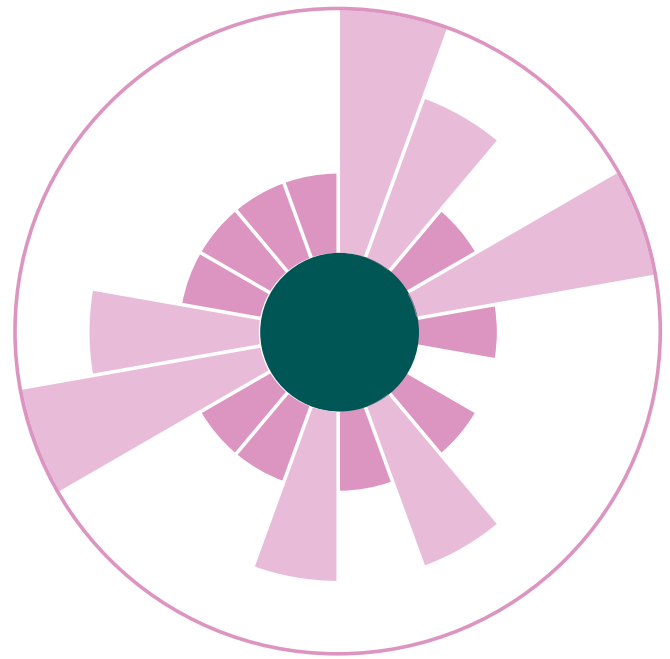**Genially:**
https://genial.ly/it/

Life skills:
World Health Organization. Division of Mental Health.
(1994). Life skills education for children and adolescents in schools. Pt. 1, Introduction to life skills for psychosocial competence. Pt. 2, Guidelines to facilitate the development and implementation of life skills programmes, 2nd rev. World Health Organization. https://apps.who.int/iris handle/0665/63 552

Didactic pills:
https://euprojects.giuntipsy.com/

EVALUATION

Sharing of work done in the group activity and discussion.

MATERIALS REQUIRED

PC

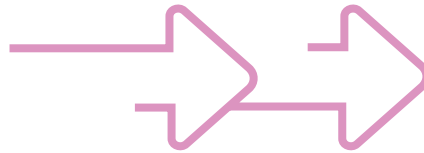

PowerPoint presentation

Template

MODULE II, SESSION 3: HOW TO GIVE DIDACTIC PILLS A MULTIMEDIA MAKEOVER

DURATION OF IMPLEMENTATION

6 HOURS

AIM

To provide the necessary tools to give a multimedia look to stories through the use of Genially.

OBJECTIVES

To familiarise participants with the environment and functions of the Genially platform.
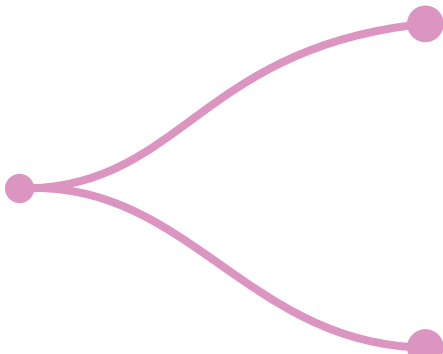
To show participants which steps to follow to create 4G didactic pills starting from the template illustrated in the previous lesson.

To have participants try making their own 4G didactic pills with Genially.

EXPECTED RESULTS

Participants will learn about the environment and functions of the Genially platform.

Participants will be able to use the Genially platform to create their own 4G didactic pills.

EDUCATIONAL ACTIVITIES, TECHNIQUES USED

The facilitator sets up a digitally supported participatory lesson by sharing a computer screen. He/she shows the environment and functions of Genially.

This is followed by an operational phase, geared towards collaborative learning, in which the participants, divided into groups, use Genially to give a graphic and interactive design to the stories they devised in the previous session.

STEP-BY-STEP CONCRETE INSTRUCTION FOR THE IMPLEMENTATION OF THE SESSION

The facilitator, by sharing a computer screen, guides the participants in exploring the Genially environment and demonstrates the various functions of the platform. They then illustrate the procedure for creating a didactic pill.

This is followed by an operational phase inspired by cooperative learning in which the participants, divided into groups, are invited, using Genially, to give a multimedia format to the stories created in the workshop phase of the previous session.

EVALUATION

Sharing of work done in the group activity and discussion.

RESOURCES FOR PREPARATION OF TRAINERS

Genially:
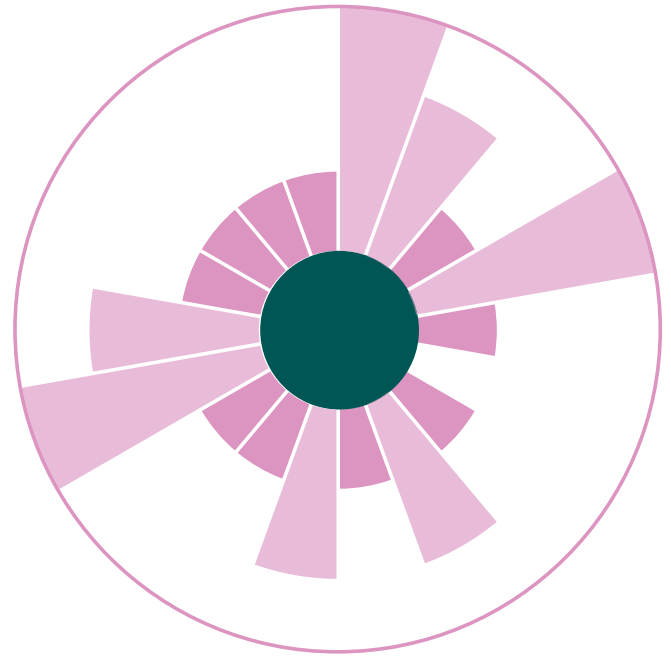https://genial.ly/it/

Life skills:
World Health Organization. Division of Mental Health.
(1994). Life skills education for children and adolescents in schools. Pt. 1, Introduction to life skills for psychosocial competence. Pt. 2, Guidelines to facilitate the development and implementation of life skills programmes, 2nd rev. World Health Organization. https://apps.who.int/iris handle/0665/63 552

Didactic pills:
https://euprojects.giuntipsy.com/

MATERIALS REQUIRED

PC
(at least one for each group)

A Genially account
for each group

the story created in the
previous session

ABOUT 4GDP PARTNERS

TUCEP- TIBER UMBRIA COMETT EDUCATION PROGRAMME

TUCEP is a no profit Association of twelve Italian Universities and numerous Enterprises, and Public Authorities created in 1992 under the EU COMETT Programme.
Address: Piazza dell'Università, 1 – 06123 Perugia
Email: tucep@tucep.org
Web: www.tucep.org

EVROPSKA ROZVOJOVA AGENTURA

EUDA is a private company acting as a head of an EU-wide network of institutions and experts in education, innovation and regional development.
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ARTES SRL

Artes srl is a company born in 2008. It collaborates with Trade Unions and Business Associations at EU and national level and it has carried out important research works for Interprofessional Funds
Address: via Pineta 4 – 06134 Perugia
Email: info@artesinlinea.it
Web: www.artesinlinea.it

GIUNTI PSYCHOMETRICS SRL

Giunti Psychometrics is the Italian leading publisher of psychodiagnostic tests and tools, in terms of catalogue, history and specific market. It was founded in Florence in 1950 as Giunti O.S. Organizzazioni Speciali.
Address: via Fra Paolo Sarpi 7/a – Florence (Italy)
Email: paolo.lippi@giuntipsy.com
Web: www.giuntios.it

ASOCIACION CULTURAL EUROACCION MURCIA

Euroaccion is a non-governmental and independent organisation for the support of youth and adult learning and the professional and personal development of people with fewer opportunities. Its mission is to inspire and stimulate human potential through experiential learning, non-formal education, volunteering and social inclusion projects.
Address: Avenida Primero de Mayo 20, 1°B, 30120 El Palmar, Murcia
Email: euroaccion@gmail.com
Web: www.euroaccion.com

PROFESIONALNA GIMNAZIA PO AGRARNI TEHNOLOGII "TZANKO TZERKOVSKI"

Tsanko Tserkovski Vocational High School of Agrarian Technology is a municipal school with more than 100-year history
Address: бул. "Руски" 46 – 5200 Павликени
Email: c.cerkovski@pgat.bg
Web: pgat.bg

AEVA – ASSOCIACAO PARA A EDUCACAO E VALORIZACAO DA REGIAO DE AVEIRO

AEVA (Association for the Education and Valorisation of Aveiro Region) (www.aeva.eu) was founded in 1998 as a non-profit organisation to meet the needs of local businesses in tackling skills mismatch by bringing education and the working world closer together.
Address: R. Dr. Francisco Ferreira Neves Barrocas, 3800-510 Aveiro, Portogallo
Email: ana.ribeiro@aeva.eu
Web: www.epa.edu.pt

ITPIO (INSTITUTE FOR TRAINING OF PERSONNEL IN INTERNATIONAL ORGANIZATIONS), BULGARIA

The Institute for Training of Personnel in International Organizations (ITPIO) is a private non-profit organization – NGO with the status of Association, established in 2010.
Address: 34-36, Blvd. Alexander Pushkin, office 4B Sofia, Bulgaria
Email: lkovachev@itpio.eu
Web: www.itpio.eu

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