EDUCATION IS THE KEY TO SUCCESS

MANUAL

AUTHORS

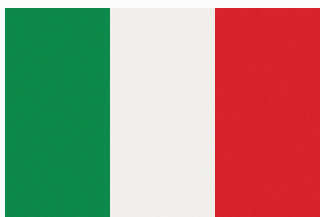**COLEGIUL ECONOMIC "ION GHICA", ROMANIA**

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WELCOME

HOW TO USE THIS MANUAL AND ALL 8 MODULES IN YOUR CLASSROOM

The manual consists of 8 different modules that include some theoretical background with 5 different activities/exercises for each of the topics. Together you can find inhere 40 different activities on

- Modul 1: Get to know yourself, your talents, and passions
- Modul 2: Growth mindset and positive psychology
- Modul 3: Critical thinking and problem-solving based learning
- Modul 4: Me and you (relationships, communication)
- Modul 5: Me and the world (my contribution to the community, voluntary work, E+ possibilities)
- Modul 6: Make your idea a reality (project management)
- Modul 7: Digital skills
- Modul 8: Finances

So, this manual is the way to discover and build up your students. And you are there as a support system to guide them through it. You can use one whole part of the activities or just a few, or you can use the whole. Whatever feels right for you as a teacher.

Of course, we would appreciate it if you would share this manual also with your coworkers, other teachers, and anybody else that can benefit from it.

TIPS & TRICKS FOR USAGE OF OUR MANUAL:
- Use it as an introduction, as a motivational moment in your classroom.
- make a safe, calm space for your students, maybe with calm music in the background.
- There is no right or wrong. All answers are the right ones for your students at this moment.
- Tell them not to hold back; let it all out. Paper can take it all.
- Be gentle and empathic.
- Tell them to go with their "guts". What is their inner voice, their intuition telling them?
- Support them to start becoming the creators of their lives.
- We recommend our manual and its activities are introduced at the beginning of the school year, as this would give teachers more time and flexibility.
- We recommend that theoretical parts a supporting the activities that you do with young people in your classrooms. Focus more on the activities.
- We recommend that you use only activities that you find useful and will help your students. You can do all activities from one module or just some. You can also mix activities together if you find that useful.
- We also recommend to adjust activities especially to the students with less opportunities and difficult backgrounds if needed.

PARTNERS

This partnership was created in the framework of a training course on project management and consists of organisations from Romania (applicants), Italy, Turkey and Slovenia.

Colegiul Economic "Ion Ghica, Romania"

"Ion Chica" Brăila Economic College aims to provide students with an optimal framework for a quality education, in the fields of economic training, trade, tourism and food, which will provide them with a set of values and entrepreneurial skills necessary for integration into the community, for to contribute to the fulfillment of personal needs and a resilient society, without ignoring the need for lifelong learning

Bitness srl, Italy

"Bitness srl operates at the intersection of education and digital technologies, with a mission to foster the development of digital skills and discover effective teaching methodologies.

Çarşamba 75.Yıl Mesleki Teknik Anadolu Lisesi, Turkey

The school continues its educational activities as a Health Vocational High School in the city centre of Çarşamba, and when our students graduate, they have the opportunity to work as health personnel in various health institutions and state hospitals.

Aspira, Slovenia

The **ASPIRA** Institute is a place of passionate and curious people who develop their own selves. Their mission is to offer the individual an environment where he or she can develop his or her passion. They work on local, reginal and international level.

MODULE NO. 1
GET TO KNOW YOURSELF

Aim	This module aims to show students why discovering your inner world is essential. In this module, we share 5 activities with which anybody can get a better glim of themselves and understand his/her actions, behaviour, thoughts, or emotions. Students will also learn how to evaluate themselves objectively.	
Topics & Learning outcomes	**Topics**	**Learning outcomes** **What students know/can do/ feel about the subject**
	Self-awareness theory	Students know and understand their values, character, feelings, motives, and desires, as well as understand both categories of internal self-awareness and external self-awareness.
	Self-awareness practices	• Students can evaluate their behaviors, thoughts, attitudes, motivations, and desires. • Students can look at their past and their present, evaluate them, and plan their future.
	Mindfulness theory and practice	Students know how to maintain a moment-by-moment awareness of their thoughts, feelings, bodily sensations, and the surrounding environment through a nurturing lens.
	Realistic Self-assessment	• Students demonstrate active, persistent, and careful reflection on beliefs, values, attitudes, ethics, and emotions that motivate them to take action. • Students can identify personal strengths and areas for improvement.

INTRODUCTION

"Getting to know yourself" is a phrase that refers to the process of becoming aware of and understanding one's thoughts, feelings, and behaviour. This can involve exploring one's personality, values, beliefs, and goals, as well as learning how to regulate emotions and manage stress.

The concept of self-awareness has been studied by several researchers and theorists, including Carl Jung, Abraham Maslow, and Carl Rogers. In psychology, self-awareness is often considered a key component of emotional intelligence and is thought to be essential for both personal growth and effective social interactions.

One theory that is closely related to the idea of "getting to know yourself" is called the "self-actualisation theory." This theory, which Abraham Maslow developed, proposes that all people have an innate drive to reach their full potential and become the best version of themselves. According to Maslow, this drive to self-actualize is the highest level of human motivation, and it is what ultimately leads people to seek out new experiences, take risks, and pursue self-improvement.

Another related concept is self-discovery; it is closely linked to the idea of "Getting to know oneself". It is learning about oneself, including strengths, weaknesses, values, and beliefs. This can be a lifelong process as people continue to grow and change.

Knowing yourself involves understanding your emotions, behaviour, thoughts, and beliefs and discovering your unique self. It can be challenging but rewarding, leading to a greater sense of self-acceptance, self-esteem, and higher happiness.

mind
Body
soul

UNIT 1:
ME - PAST AND PRESENT

Theoretical background

It can be helpful to evaluate where you are for several reasons. One reason is that it can help you clarify your current situation, which can help you set goals and plan for the future. Additionally, reflecting on where you are can help you identify areas where you need to make changes or improvements. This can be a valuable exercise for personal growth and self-improvement.

Another benefit of evaluating your current situation is that it can help you recognise and appreciate your accomplishments and progress. This can boost your confidence and motivation and help you maintain a positive outlook.
Ultimately, evaluating your current situation can help you gain a deeper understanding of yourself and your life and help you make the most of your present and plan for the future.

If you want to evaluate your situation, consider asking yourself questions such as:

- What are my current strengths and weaknesses?
- What are my current goals and priorities?
- What are the biggest challenges or obstacles I am currently facing?
- What are the things in my life that I am most grateful for?
- What are the things in my life I would like to change?
- What are my short-term and long-term goals?
- What actions can I take to reach my goals?

It is important to note that self-reflection and self-evaluation are personal processes, so you might find it helpful to do so in a safe and quiet place.

UNIT 1:
ME - PAST AND PRESENT

Exercise

KEY CONCEPTS: life river, gratefulness, self-awareness, self-esteem, self-image.
MATERIALS NEEDED: blank/colourful papers, pencils, crayons, ropes, toys, stones, shells etc.
TIME NEEDED: 45 minutes

There are 2 parts to the first exercise, which takes up to 45 minutes. In the beginning, you divide students into pairs. The task of each student is to do their life river. First, one student will do it, and then they will turn. They can draw it on blank paper, but it is even more efficient if you do it with a rope and different items (kinder toys, stones, wood, shells, etc.). Then they make their life river from their birth until today and mark all the events (but not only connected with school) that they find essential through their lives. It is essential that the other person is walking with them the whole life river and that at the end person looks back to see what she/he has already accomplished and gives themselves a high five 🙂. Then they turn, and the other person in the pair does the same.
The exercise aim is to see that we have already accomplished a lot, eventhough we might not be in the best place in our present life.
In the 2nd part of this exercise, they will work alone and write a gratitude journal.

At the top of the paper (you can even make it before), it will say, and numbers from 1-30 are the following. You can encourage everyone to find at least 30 things, characteristics they are grateful for in their lives):
  1. I AM GRATEFUL FOR …
  2.
  3.

This part aims to thank you for the characteristics they already possess and things that they already have. And to see that they have so many talents already and so many capabilities that it is up to them how they are going to use them to have the best life possible. If they are willing, they can share it in pairs or a whole group, but it is unnecessary.

UNIT 1:
ME - PAST AND PRESENT

Check your understanding

After each activity, students will have a small reflection session to share their opinions and ideas about learning from the activities. These activities will happen in a circle with the rest of your peers or in small groups or pairs. During these sessions, students will try to look what are the aha moments they had after the exercise and what are the outcomes. Students will also discuss what they have learned and where they can use these skills daily.

QUESTIONS FOR REFLECTION:

- How do you feel after doing it and looking at it?

- How proud do you feel after looking at your life river and seeing what you have already achieved?

- Who are the most important people in your life?

- What kind of relationship do you have with them?

- Are there some relationships that you would like to improve?

- How have you felt writing your gratitude list?

Fun fact:
Although most people believe they are self-aware, only 10-15% of the people we studied fit the criteria. So, you have one more reason to dig deeper and be more self-aware.

UNIT 2:
ME - MY VALUES

Theoretical background

Personal values are principles or beliefs that an individual considers important and guides their actions and decision-making. They can include honesty, integrity, compassion, responsibility, and respect. Personal values play an important role in shaping an individual's behavior, attitudes, and relationships with others.

Personal values are important for several reasons. They can:

- **Provide a sense of direction and purpose:** Personal values can help individuals set goals and make decisions that align with their beliefs and priorities.
- **Influence behaviour and decision-making:** Personal values act as a moral compass that helps individuals navigate complex and challenging situations.
- **Promote mental and emotional well-being:** Holding and living by personal values that align with individual beliefs can bring peace of mind, satisfaction, and a sense of accomplishment.
- **Foster positive relationships:** Personal values can shape how we treat others by guiding how to interact with others in a way that is authentic and respectful.
- **Contribute to a sense of identity:** Personal values can be a fundamental part of an individual's identity, giving them a sense of belonging and connecting them to a larger community.

It's important to note that personal values can change as we grow and gain new experiences, it is crucial to reassess and reevaluate personal values as these can evolve periodically, and they need to be compatible with larger collective values in society, such as laws and ethics.

MASLOW'S CHART OF NEEDS
It is a psychological theory proposed by Abraham Maslow in his 1943 article A Theory of Human Motivation, published in Psychological Review. Maslow divided needs into basic or lower needs (primarily crucial for human survival) and higher needs (needs for personal growth). According to their importance, he classified them into a so-called hierarchy of needs.

UNIT 2:
ME - MY VALUES

Exercise

KEY CONCEPTS: values, Maslow chart, self-awareness, self-esteem, self-image.
MATERIALS NEEDED: list of values, Maslow chart, blank/colourful papers, pencils, crayons
TIME NEEDED: 45 minutes

This one can take up to 45 minutes. Students will look at their values and build a pyramid out of them. Values are the things that each person believes are important in the way we live and work. They (should) determine our priorities, and, deep down, they're probably the measures we use to tell if your life is turning out the way you want it to.

Take a piece of paper and read the values we listed below (you can also cut them for easier work). Each student chooses the ones that are the most important for him/her, the core ones, and uses the pyramid's structure to represent them.

You can help yourself to read each line and choose the most important in the line. When you read them all, you should have around 15 values out of which you will choose the final 7. Present your 7 core values with the most important being on the top of the pyramid and the next 6 are following.
The aim of the exercise is to have a look at our values and to raise awareness of them and the Maslow chart and connect them with our everyday life.
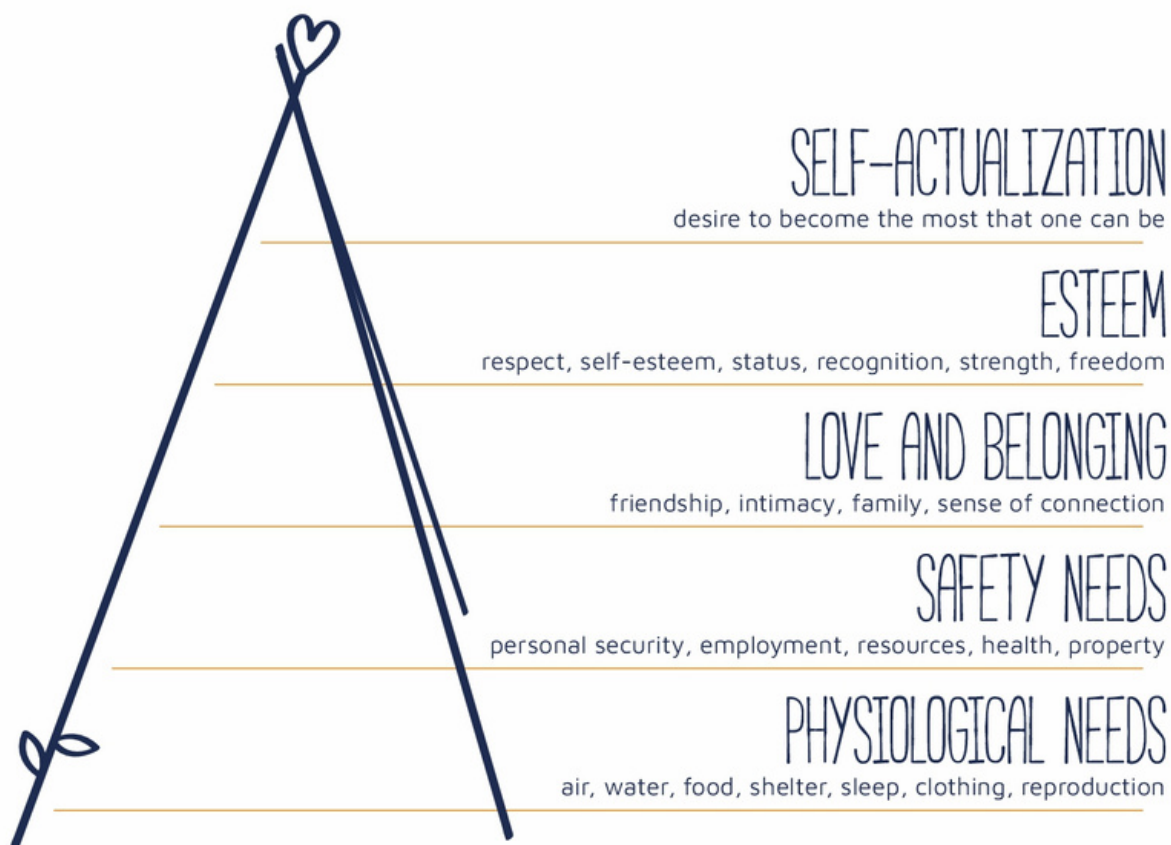
UNIT 2:
ME - MY VALUES

Exercise

Adventure	Kindness	Teamwork	Innovation	Honesty
Learining	Career	Communication	Quality	Beauty
Caring	This Too Shall Pass	Change	Personal Development	Goodness
Faith	Wisdom	Involvement	Respect	Joy/Play
Forgiveness	Order	Love	Openess	Religion
Diversity	Generosity	Integrity	Humanity	Connection
Creativity	Family	Freedom	Security	Success
Loyalty	Intelligence	Wealth	Health	Speed
Spiritualism	Strenght	Innovation	Quality	Power
Affection	Cooperation	Relationship	Friendship	Charisma
Humor	Leadership	Home	Be True	Clarity
Balance	Compassion	Fitness	Knowledge	Patience
Change	Prosperity	Money	Fun	Fame
Justice	Gratitude	Harmony	Peace	Simplicity
Happiness	Abundance	Trusting Your Gut	Entrepreneurial	Self-Respect

UNIT 2:
ME - MY VALUES

Exercise

The second part is following. Present and have a look at the Maslow chart below and help students to figure out where in this chart are they at the moment. Which needs are fulfilled and which are they aiming for?

SELF-ACTUALIZATION
desire to become the most that one can be

ESTEEM
respect, self-esteem, status, recognition, strength, freedom

LOVE AND BELONGING
friendship, intimacy, family, sense of connection

SAFETY NEEDS
personal security, employment, resources, health, property

PHYSIOLOGICAL NEEDS
air, water, food, shelter, sleep, clothing, reproduction

UNIT 2:
ME - MY VALUES

Check your understanding

After each activity, students will have a small reflection session to share their opinions and ideas about learning from the activities.

QUESTIONS FOR REFLECTION:

- How are you feeling looking at your chosen values?

- How difficult was it to choose them?

- Why it is important to have values?

- Who influenced your values?

- Where are you in the Maslow chart?

- What has surprised you?

UNIT 3:
ME - PRESENT AND FUTURE

Theoretical background

Setting personal goals is an essential process for achieving personal and professional success. The method of setting goals can help individuals focus their efforts, measure progress, and stay motivated.

Here are some steps for setting personal goals:

- **Clearly define the goal:** Identify what you want to achieve. Be as specific as possible and make sure the goal is measurable, achievable, relevant, and time-bound (SMART criteria).
- **Identify the reasons behind the goal:** Understand why the goal is important to you; this will help you stay motivated when you encounter obstacles.
- **Break the goal down into smaller, more manageable tasks:** Large goals can seem overwhelming, but breaking them down into smaller tasks can make them more manageable and help you stay on track.
- **Create a plan of action:** Identify the steps you need to take to achieve the goal, and create a plan of action with clear milestones and deadlines.
- **Stay flexible:** Be prepared to adjust the plan if necessary and be open to new opportunities that may arise.
- **Monitor and review progress:** Regularly track your progress and adjust your plan as needed. Celebrate small wins and successes as you work towards your goal.
- **Be accountable:** Share your goal with someone you trust and ask them to hold you accountable.

Remember that goal setting is an ongoing process, it's important to set new goals or reassess your progress with your current ones as you achieve them, to ensure continuous personal development.

UNIT 3:
ME - PRESENT AND FUTURE

Exercise

KEY CONCEPTS: circle of life, personal goals, setting goals, self-esteem, self-image.
MATERIALS NEEDED: paper with a circle of life, blank/colourful papers, pencils, and crayons
**TIME NEEDED: 45 minutes**

First part can take up to 20 minutes. Students can draw the circle of life by themselves, or you prepare the draft already before. Students will have a look at the most critical parts of their lives.

Everything in nature is circulating. And we as well. You can see your today's life circle below. Mark how satisfied you are with the 8 areas of your life today from the inside out. Choose different colours and colour each sector. Remember that today's life circle will differ each time you make it. You have 8 different categories, we have suggested 6, and you can choose two that are important to you, and it is not in the circle yet.

- Sport
- Personal growth
- Finances
- Family
- Friends
- School

(students choose 2 areas)
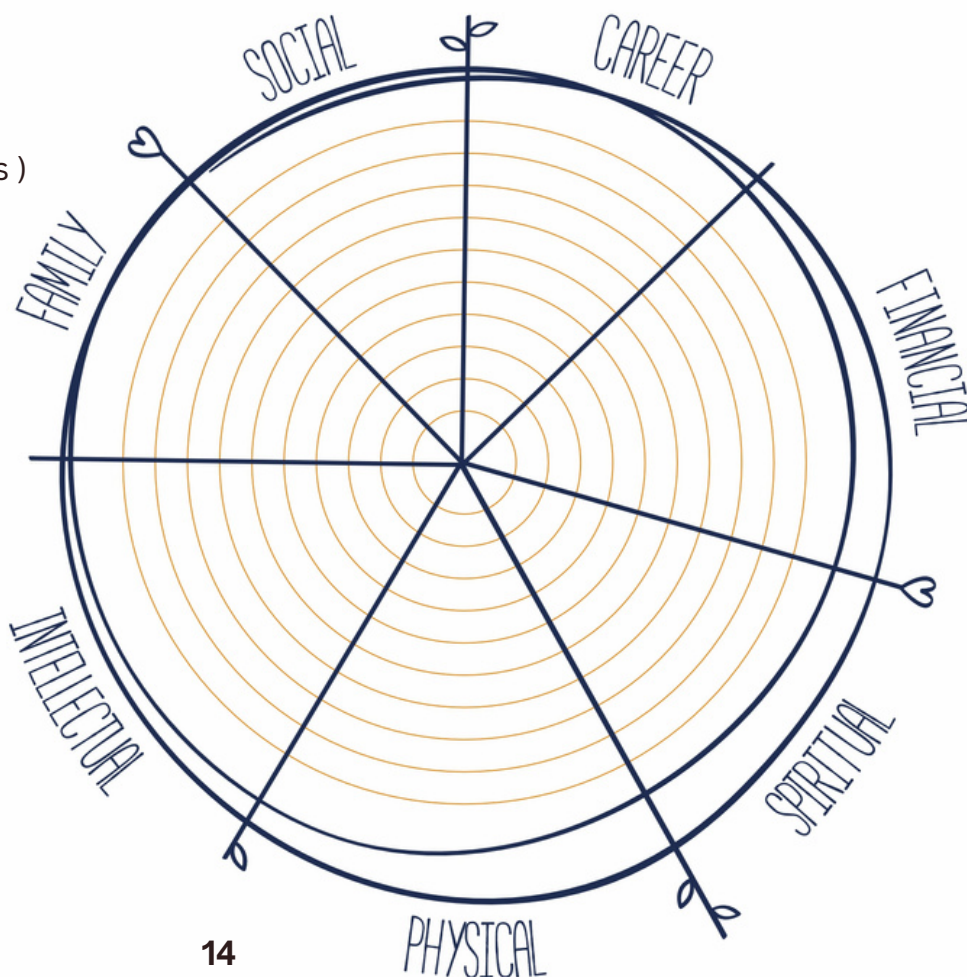
UNIT 3:
ME - PRESENT AND FUTURE

Exercise

After students finish their circle, they can have a small session in a group and go around to see how their colleagues are feeling at the moment.
The main questions are:

- With which areas are you satisfied?

- What would you like to improve? Do you have any ideas about how?

UNIT 3:
ME - PRESENT AND FUTURE

Check your understanding

After each activity, students will have a small reflection session to share their opinions and ideas about learning from the activities.

QUESTIONS FOR REFLECTION:

- How do you feel after doing it and looking at it?

- Which are the areas you are or you are not satisfied with?

- What can you do to improve it?

UNIT 4:
ME - MY SWOT

Theoretical background

A personal SWOT analysis is a tool that individuals can use to assess their own strengths, weaknesses, opportunities, and threats (SWOT). It is a way to evaluate oneself and gain insight into one's personal and professional development. The process of conducting a personal SWOT analysis involves identifying and analyzing the internal and external factors that can affect an individual's performance and success.

Here is an overview of the four elements of a personal SWOT analysis:

- **Strengths:** These are the things that an individual is good at, such as their skills, talents, and abilities. Examples of strengths might include being a good listener, being organized, or being able to work well under pressure.

- **Weaknesses:** These are areas where an individual needs improvement, such as a lack of a certain skill, difficulty working in a team, or procrastination.

- **Opportunities:** These are external factors that an individual can take advantage of, such as new job openings, advancements in technology, or changes in the market.

- **Threats:** These are external factors that could have a negative impact on an individual's performance or success, such as economic downturns, changes in regulations, or increased competition.

Once the analysis is done, the individual can use the information gathered to create a plan of action to make the most of their strengths and opportunities and mitigate their weaknesses and threats. It's also important to note that it's not only a one-time thing, but it's an ongoing process, as personal and external factors change.

UNIT 4:
ME - MY SWOT

Exercise

KEY CONCEPTS: personal SWOT, personal goals, setting goals, self-esteem, self-image.
MATERIALS NEEDED: blank/colorful papers, pencils, crayons
TIME NEEDED: 45 minutes

This exercise is done in 2 parts. The first part is individual work and the second part in is pairs. Students get 2 papers and draw a SWOT chart on both. They will take up to 20 minutes to do their own and then another 15 minutes to do it for the person in pairs and vice versa. After that students in pairs will go through both SWOTs for themselves and ask partners in pairs questions or explanations.

The aim of the task is that everyone sees his/her strengths, weaknesses, opportunities, and threats and sees all of these categories through the eyes of someone else. By gathering both views they will get a better picture of themselves and how others see them. The final part of sharing can be also done in a whole group, so also students who are not in the same pairs can add some of their views. Just make sure that the debate is always cultural, emphatic, and not insulting in any way.

Personal SWOT

Strengths	
	Weaknesses
Opportunities	
	Threats

UNIT 4:
ME - MY SWOT

Check your understanding

After each activity, students will have a small reflection session to share their opinions and ideas about learning from the activities.

QUESTIONS FOR REFLECTION:

- How was this task for you?

- How do you feel after it?

- Have you got any new insights or answers?

- In which, if any, ways is your SWOT different from your partner's SWOT about you?

- Have you found any challenges/opportunities that you would like to change/work on?

- What could be your first step?

UNIT 5:
ME - FUTURE: DREAM BIG OR GO HOME

Exercise

KEY CONCEPTS: personal goals, seting goals, self-esteem, self-image.
MATERIALS NEEDED: blank/colorful papers, pencils, crayons
TIME NEEDED: 45 minutes

This part can take up to 25 minutes. This activity is for individual work. One small step forward each day means 365 steps closer to your dreams after a year. Sometimes our dreams are so big that we do not believe we can make them happen anymore. But if we divide them into tiny steps which we can make each day, we will definitely get closer to them. Choose up to 3 challenges from your SWOT and/or life circle you want to achieve in the next 3 months and write for each of them the first 5 small steps you need to do to move them forward (for example - write an email, find a travel ticket, make a call, google it, go out for a walk). When making every small step, give yourself a big high five.

This activity aims to decide about your priority goals and to distribute them into small steps that each of them can do in a short period and without a significant

GOAL #1	STEPS
	1 2 3 4 5
GOAL #2	STEPS
	1 2 3 4 5
GOAL #3	STEPS
	1 **2** **3** **4** **5**

UNIT 5:
ME - FUTURE: DREAM BIG OR GO HOME

Exercise

Second step of this activity is taking up to 20 minutes. Students will use a blank paper and write themselves a personal letter.

You in 365 days. Write yourself a letter about where you are in a year, how you feel, what has changed, what you have accomplished, and which goals that you have set for yourself are already realized. Be gentle to yourself. Put the letter in an envelope and put it somewhere safe. You can open a letter on the same day next year (just do not forget where you put it 😆.

Dear me/_____ (your name) …

If students prefer they can also draw a picture with the message to themselves.

The aim of this activity is to tell yourself where and how you want to be in 365 days from now and visualize it.

UNIT 5:
ME - FUTURE: DREAM BIG OR GO HOME

Check your understanding

After each activity, students will have a small reflection session to share their opinions and ideas about learning from the activities.

QUESTIONS FOR REFLECTION:

- How do you feel after writing the letter to yourself?

- How easy/hard it was to write a letter to yourself?

- Have you faced any challenges during the process?

- If yes, how have you overcome them?

MODULE SUMMARY

"You made it until the end of the module of getting to know yourself with your students. Such an interesting topic, don't you think? With so many ways to yet be discovered, we just show you some of the possibilities for how to address this topic with your students through different activities.

We gathered activities that show:

- Knowing yourself is the base for everything. It is one of the most important parts of education and self-development.

- The methods/exercises/scenarios we prepared for you are a small insight into the topic and the activities that can be connected with it. We wanted to share some new approaches and some new methods that will be interesting, engaging, inspiring, and helpful for you.

- What we believe is important is to take time to go deeper into these questions and topics as well as to take time in the end to reflect on every activity that was done. We find it super useful that you, students can take enough time at school to think about these sometimes hard, but important views on your life path.

MODULE NO. 2

GROWTH MINDSET AND POSITIVE PSYCHOLOGY

Aim	Growth mindset has the role of causing teachers and students to be open to cooperation, to manage failure much better, to understand that this is a stage in the instructive-educational process, to get out of the comfort zone, while positive psychology helps them live life to their full potential and even go beyond it. The aim is to improve school performance and create a friendly school	
Topics & Learning outcomes	**Topics**	**Learning outcomes What students know/can do/ feel about the subject**
	Growth mindset: The key to success	Students will become familiar with the concepts of growth mindset and fixed mindset. Students will discover what type of mentality they have.

	Topics	Learning outcomes What students know/can do/ feel about the subject
Topics & Learning outcomes	Awareness of the power of the word	Students will objectively recognize their level. Students will accept the power of the word in developing a growth mindset.
	Well being	Students will understand the need to cultivate optimism in order to achieve their goals.
	PERMA theory	Students will learn that through work, organization, optimism and socialization they can have a flourishing life.

INTRODUCTION

Our mindset determines the way we look at the world, influences self-esteem, as well as the ability to face challenges. Carol Dweck's research has highlighted two types of mindsets: fixed and growth. In the researcher's view, people with a growth mindset are willing to learn constantly, being in a continuous development, evolution, perceiving failure as a lesson, from which they learn what they have to improve in their own person. Instead, people with a fixed mentality believe that their performances are due to intelligence or native qualities, and these cannot be changed, regardless of effort. They attribute the failure to other people and do not want to take it upon themselves.

Positive psychology studies all aspects related to life, thinking and behavior and which affect our well-being. The object of study of positive psychology is the optimal functioning of the human being, starting from scientific understanding and effective intervention, to cultivate well-being (M. Seligman 2002).Through positive psychology, learning becomes an interesting and attractive experience.

UNIT 1:
THE GROWTH MINDSET AND THE FIXED MINDSET

Theoretical background

In the book Mindset: The New Psychology of Success, Carol Dweck popularizes the concepts of growth mindset and fixed mindset, highlighting the differences between them.

See what suits you to know what type of mentality you have:

TYPE A - GROWTH MINDSET

- You love to learn,
- you like challenges, you believe in yourself,
- you want to develop, you know it is in your power to do this,
- you are persistent, you don't give up easily,
- what others say about you helps to become better,
- you learn from the best like you, they you inspire,
- you know that being smart is not enough to get good results,
- failure is a learning opportunity,
- faced with a new and difficult situation, you say: I don't know yet, I can't yet.

TYPE B - FIXED MINDSET

- Avoid challenges/difficult situations,
- you get discouraged easily and give up,
- the remarks of others are an attack on your person,
- the success of others is a threat to you,
- you think only the smart ones and talented succeed,
- intelligence and talent do not modify, those are the lucky ones who have them.

STATEMENTS SPECIFIC TO EACH MENTALITY

TYPE A - GROWTH MINDSET	TYPE B - FIXED MINDSET
• I need help understanding this! • I will try another mindset! -I like challenges! • Who does not try, does not win! • The success of others inspires me!	• I limit myself to what I know! • There's no point in trying! I know it won't work! • This is me, I can't take it anymore! • I won't make it anyway! • It's too hard! I give up!

DID YOU KNOW THAT?

- **WALT DISNEY WAS FIRED BY A NEWSPAPER EDITOR BECAUSE HE WAS "LACKING IDEAS." HE THEN WENT BANKRUPT SEVERAL TIMES BEFORE DEVELOPING THAT ENTERTAINMENT EMPIRE THAT IS KNOWN AS ONE OF THE "HAPPIEST PLACES ON EARTH."**

- **ALBERT EINSTEIN DID NOT SPEAK UNTIL THE AGE OF FOUR AND DID NOT READ UNTIL THE AGE OF SEVEN. SOME TEACHERS DESCRIBED HIM AS "MENTALLY SLOW, UNSOCIABLE AND FOREVER ADRIFT IN HIS SILLY DREAMS".**

- **FRED ASTAIRE AT HIS FIRST TEST FOR THE BIG SCREEN, THE TEST DIRECTOR WROTE A NOTE STATING: "HE CANNOT PERFORM. HE CAN DANCE A LITTLE." ASTAIRE IS SAID TO HAVE KEPT THIS NOTICE OVER THE MANTELPIECE OF HIS HOME.**

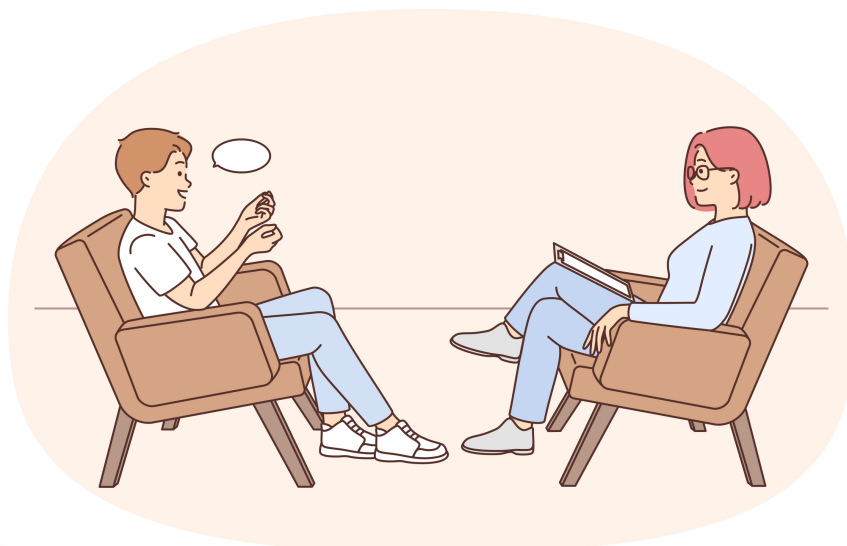# Exercise 1

KEY CONCEPTS: growth mindset , fixed mindset
MATERIALS NEEDED: papers, pencils
TIME NEEDED: 30 minutes

Analyze the following statements. State what type of mindset people who think this way have. What would you say to them if they were standing in front of you?
Make a role play with a colleague, starting from the following statements.
1. I didn't succeed! There's no point in trying anymore!

2. Even if I didn't get a good grade today, I still have enough time to correct it! I will try harder!

3. I don't want to participate in another exam! I gave my high school diploma last year and didn't take it!

4. The mathematics teacher is teaching us a new way of calculating today. The adults, from other classes, say that it is a bit difficult. If they can do it, I can do it too, even if I have to practice more!

Additional information
Check your understanding
After each statement, the students reread the characteristics of each type of mentality.

Exercise 2

KEY CONCEPTS: attitude, mentality
MATERIALS NEEDED: papers, pencils
TIME NEEDED: 15 minutes

Ioana is a very creative person. When painting, she creates the most beautiful drawings. She goes to many school competitions and gets prizes. When it comes to literature, she doesn't even want to hear it. She doesn't think he has the aptitude for the humanities and doesn't see the point of extra effort. She knows she will be mediocre at literature but brilliant at painting.

Analyze Ioana's attitude towards painting and literature. What kind of mentality does she have? Argue your choice made, in 100-150 words.

UNIT 2:
HOW DO WE CHANGE THE MENTALITY?

Theoretical background

The two types of mentalities exist in each of us, but we choose to predominantly use one of them. Even those who have a dominant growth mindset can, in certain contexts and circumstances, turn to the fixed mindset, and this is perfectly normal and natural.
Let's hold back!

Growth mindset is learned through practice and anyone can end up using it more often, in as many contexts as possible.

Tips for teachers	Tips for students
- Appreciate the process more than the result! - Get out of your comfort zone and adapt teaching methods and strategies to the level of each student! - Emphasize the student's effort and evolution! - Share success and failure with other teachers!	- Trust yourself! - It is in your power to do this! - Don't give up easily! - Learn from any situation!

Exercise 1

KEY CONCEPTS: advice, change mentality
MATERIALS NEEDED: papers, pencils
TIME NEEDED: 45 minutes

Maria, a student in the 9th grade, with a large and poor family, commutes every day from a distant commune, located 70 km from the school. She decided to give up school because it is too tiring for her and too expensive for the family.

What would you do to change her mentality? How do you convince her not to give up school?

Complete the columns below.

A teacher's advice	Advice from a classmate

Get used to focusing on the good things in your life instead of complaining and talking about problems. In this way, you will encourage a mentality centered on abundance and not on fear and lack.

UNIT 3:

THE MAGIC WORD OF THE GROWTH MINDSET - YET

Theoretical background

Researcher Carol Dweck, in the book Mindset, emphasizes the magic word,,YET''
,which is the basis of developing a growth mindset. It draws attention to how we
formulate the message to encourage the individual to overcome themselves and
face failure. If we do not manage to be successful or we do not get anything, we
can use the following structures:

- ,,I have not been able to resolve this situation yet.''

- ,,I haven't been able to train yet.''

- ,,I can't get the results I want yet.''

- ,,I don't know everything yet.''
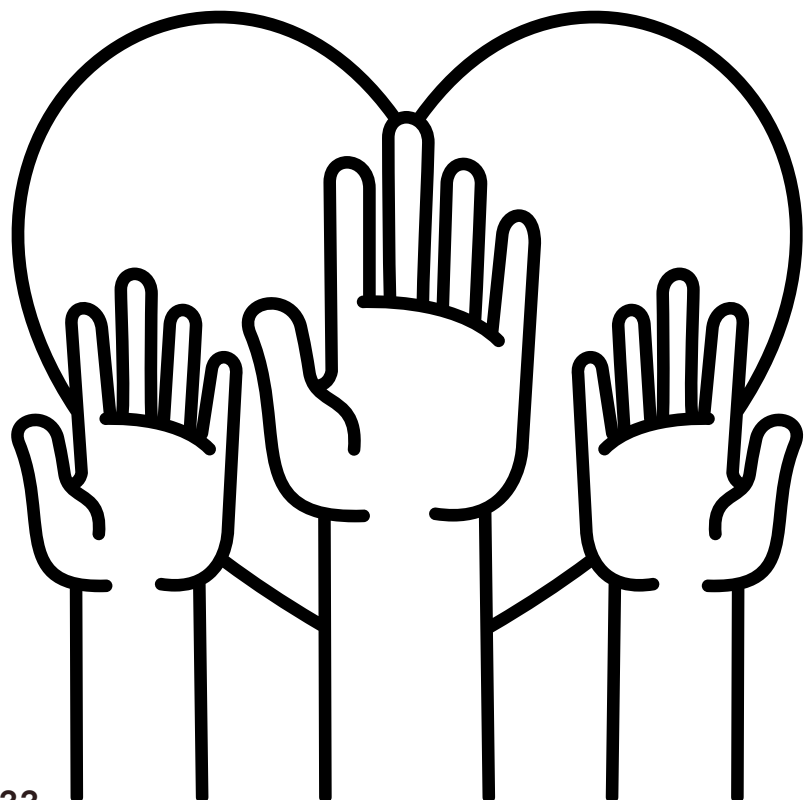
Exercise 1

KEY CONCEPTS: yet, motions
MATERIALS NEEDED: papers, pencils, diary
TIME NEEDED: 45 minutes

Complete the page in your diary. What haven't you achieved yet? Use the word **yet** in each constructed sentence.

What you haven't done yet?

1.

2.

3.

4.

Accepting mistakes is important to development. The growth mindset it involves accepting mistakes and facing them them because they represent another learning experience.Our personality and mindset lies in continuous development and adaptation.Mindset determines how we decide let's look at reality.

Get used to focusing on the good things in your life instead of complaining and talking about problems. In this way, you will encourage a mentality centered on abundance and not on fear and lack.

UNIT 4: OPTIMISM

Theoretical background

Optimism means directing your mind towards what you want in life and what brings you joy. Whether you think about pleasant experiences in the past or what you would like to experience in the future, this means positive thinking. Besides the fact that it produces chemical secretions favorable to the correct functioning of your mind, optimism helps you find solutions much faster.

Being optimistic means taking into account the positive and negative sides and the risks you are subject to at certain moments, having confidence that you can handle it.

To achieve success (growth mindset) it is necessary to cultivate optimism in our life. It is not difficult to change your thinking! If you have the "right tools" and determination, you will succeed!

Here's how you can cultivate optimism in your life:

- Highlight the good things in your life and reflect on them!

- Be grateful and give thanks for all that is good in your life!

- Never complain about the bad things that happened to you!

- Don't stop reaching your goals and success!

- Take advantage of the opportunities that arise in your life!

- Have confidence in yourself and in your ability to solve problems!

Exercise 1

KEY CONCEPTS: purpose, positive, negative
MATERIALS NEEDED: papers, pencils
TIME NEEDED: 30 minutes

Think of a goal in your life!

Complete the table below, mentioning the positive parts (what do you know you can do? what resources and skills do you have?) and the negative parts (what exactly do you lack? what are your limits? why do you need to get what you lack now?).

Your purpose:	
Positive parts	Negative parts
-	-
-	-
-	-
-	-

Exercise 2

KEY CONCEPTS: optimism, motivational statements
MATERIALS NEEDED: papers, pencils
TIME NEEDED: 15 minutes

Create five motivational statements to cultivate your optimism. Use the imperative in building the statements.

Your motivational statements

🙂

🙂

🙂

🙂

🙂

Conclusion!

„True optimism means being aware of the problems, but also detecting the solutions, recognizing thedifficulties, being confident that they can be overcome, noting the negative parts, but emphasizing the positive ones, exposure to everything that can be worse, but waiting to the best thing happens, to have every reason to complain, but to choose to smile".
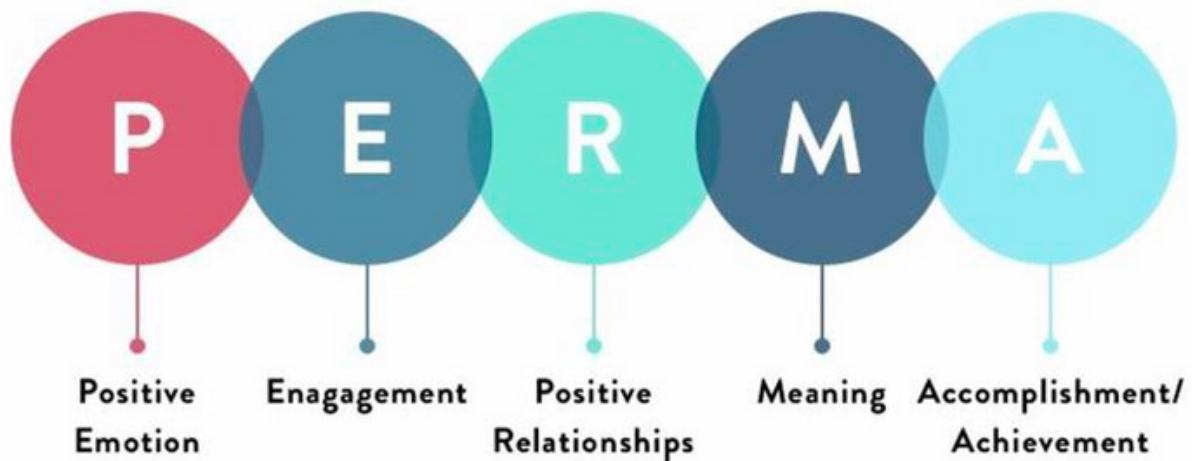
–William Arthur Ward

UNIT 5:
PERMA-THE WELL-BEING MODEL

Theoretical background

PERMA was developed by psychologist Martin Seligman and is the acronym, in English, of a theoretical, descriptive model of well-being. According to the model, there are 5 elements/components that lead to the creation of well-being.

PERMA ASPECTS:

1. GET INVOLVED AS OFTEN AS POSSIBLE IN ACTIVITIES THAT PLEASE YOU!

2. BE OPTIMISTIC!

3. TAKE CARE OF YOUR RELATIONSHIPS WITH CLOSE PEOPLE!

4. FOLLOW YOUR GOALS!

5. SEARCH FOR THE MEANING OF YOUR LIFE!

Well-being is when a person can satisfy all basic needs, both material and the intangible ones.

    -Finnish sociologist Erik Anders Allardt (Allardt, E., 1989 An Indicator System: „Having, Loving, Being", papers 48, Department of Sociology, University of Helsinki) divides these needs into three categories: **to have, to love and to be.**
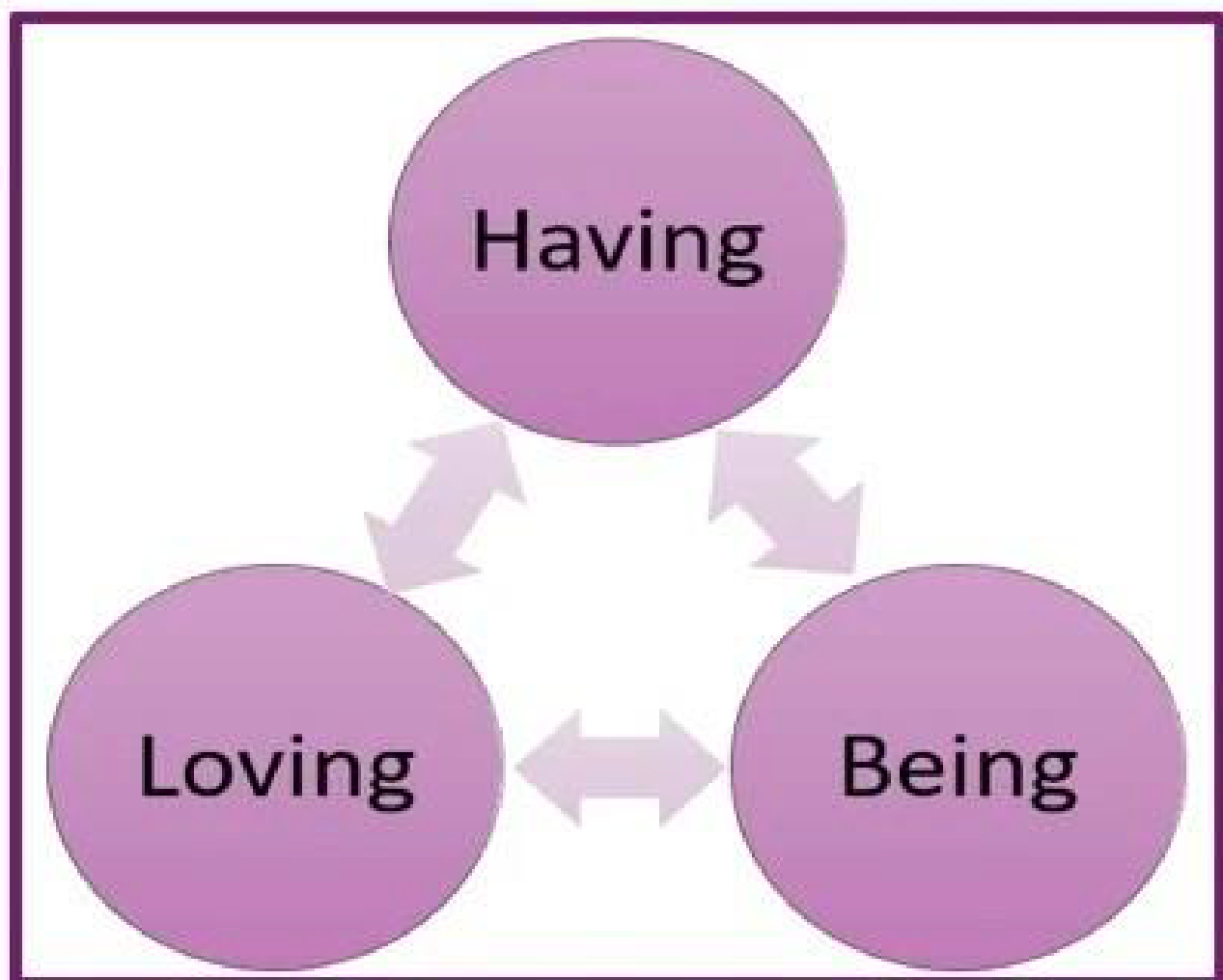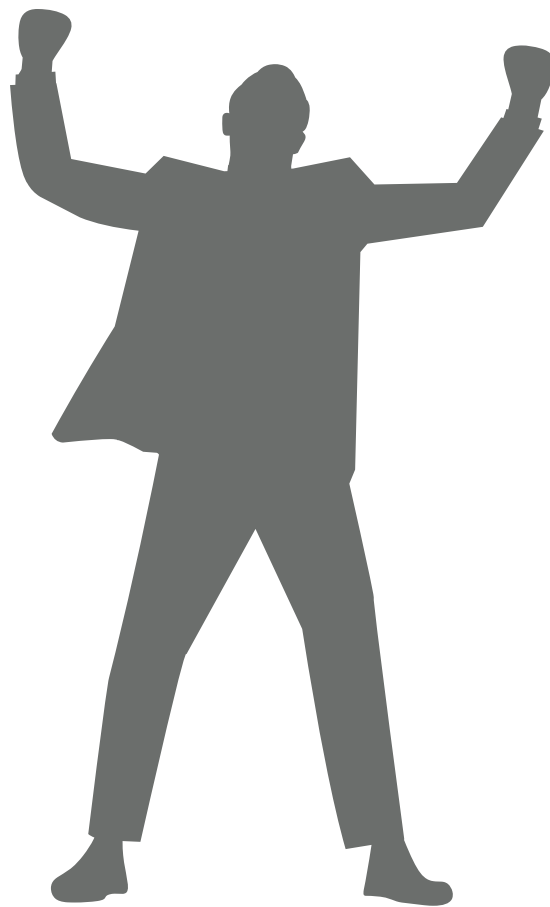
Exercise 1

KEY CONCEPTS: things, actions, activities
MATERIALS NEEDED: papers, pencils
TIME NEEDED: 30 minutes

Note to reflect on:

- two positive things that happened to you today and what emotions you felt,

- two actions you will take next week to improve your health,

- two activities that you enjoy and that you will next week.

Exercise 2

KEY CONCEPTS:agree, disagree
MATERIALS NEEDED: papers, pencils
TIME NEEDED: 15 minutes

The simplest and most effective method recognized worldwide, used in the assessment of subjective well-being, it is called the Scale Thanks to Life (Diener, Emmons, Larson & Griffin, 1985), which consists of five statements (presented below). Read them and answer them to each of them, evaluating them according to the model below:

7-point Likert scales are less fun *

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
✅	○	○	○	○	○	○

1. In general, my life is close to ideal.
2. My living conditions are almost excellent.
3. I am satisfied with my life.
4. So far I have achieved the most important things that I wanted them alive.
5. If I could take life from the beginning, not to change almost nothing.

We are adding up the numbers with which
you wrote down for the five questions:

- **31-35 Very satisfied**
- **26-30 Satisfied**
- **21-25 Slightly satisfied**
- **20 Neutral**
- **15-19 Slightly dissatisfied**
- **10-14 Dissatisfied**
- **5-9 Very dissatisfied**

Conclusions!
Well-being is a process that can be self-controlled and directed on all levels in which it is present. Don't forget! Well-being is learned, cultivated and developed through actions and changes that a person makes in the way of life, in the relationships with others around, in the way they work, organize and think.

MODULE SUMMARY

By completing this module, you can help today's students prepare for the future by developing an essential set of skills. They will be open to cooperation, manage failure better, get out of their comfort zone, be more flexible, empathetic , creative and able to think critically, thus managing to develop an open mentality in education.

The states of happiness and well-being will help the students to find solutions much faster, achieving their proposed objectives. Don't forget! We are what we think! The theory and exercises will help the students in achieving healthy dynamics, which emphasize on well-being, thus covering a wide spectrum of effectiveness, and the results will be adequate.

So…
What do you choose to do for your students today?

MODULE NO. 3
CRITICAL THINKING AND PROBLEM-SOLVING BASED LEARNING

Aim	The aim of this module is to improve students' critical thinking and their ability to solve different kinds of problems.

	Topics	Learning outcomes What students know/can do/ feel about the subject
Topics & Learning outcomes	Building real objects	Students can solve a problem by building a model, collaborating with peers, and experimenting with creative solutions.
	Debate	• Students can effectively research and analyze information. • They can present and defend their point of view, as well as respectfully disagree with others. • Students can consider different perspectives, cultures, and ways of thinking, which can help them become more open-minded and empathetic. • They can work in a team.
	Trial and error and creative learning	• Students can solve a problem by trying different solutions, learning from feedback, changing the previous solutions, and trying again until they solve the problem. • Students are aware that errors are not a problem, but they are necessary steps of a learning path. • Students develop tenacity and frustration management skills.
	Logical thinking	• Students can analyze and evaluate information • They can identify patterns and connections and make inferences and predictions.
	Cognitive bias	• Students are aware of the most common cognitive bias. • They can find examples of cognitive bias in our society and their way of thinking.

INTRODUCTION

Critical thinking is "the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action…

Critical thinking can be seen as having two components:

1) a set of information and belief-generating and processing skills, and

2) the habit, based on intellectual commitment, of using those skills to guide behaviour. " (Michael Scriven & Richard Paul https://www.criticalthinking.org/pages/defining-critical-thinking/766)

So, to be able to think critically has a big impact on people and communities' lives because people who think critically consistently attempt to live rationally, reasonably, and empathically.

They are keenly aware of the inherently flawed nature of human thinking when left unchecked.

They strive to diminish the power of their egocentric and socio-centric tendencies.

They use the intellectual tools that critical thinking offers – concepts and principles that enable them to analyze, assess, and improve their thinking.

They work diligently to develop the intellectual virtues of intellectual integrity, intellectual humility, intellectual civility, intellectual empathy, intellectual sense of justice, and confidence in reason.

They realize that no matter how skilled they are as thinkers, they can always improve their reasoning abilities.

They will sometimes fall prey to mistakes in reasoning, human irrationality, prejudices, biases, distortions, uncritically accepted social rules and taboos, self-interest, and vested interest.

They strive to improve the world in whatever ways they can and contribute to a more rational, civilized society.
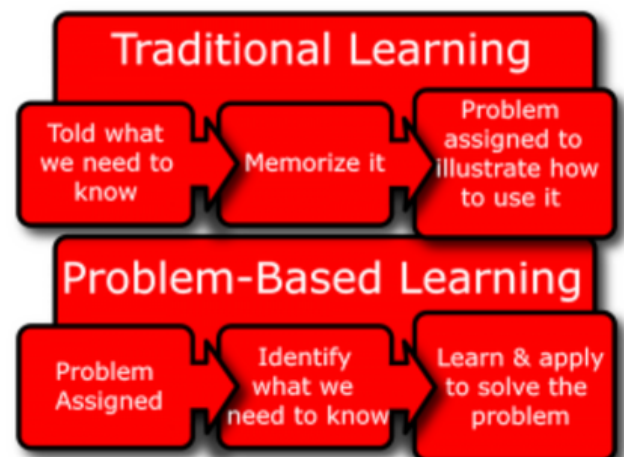
At the same time, they recognize the complexities often inherent in doing so. They avoid thinking simplistically about complicated issues and strive to consider the rights and needs of relevant others appropriately. They recognize the complexities in developing as thinkers and commit to life-long practice toward self-improvement" (Linda Elder https://www.criticalthinking.org/pages/defining-critical-thinking/766)

Developing critical thinking skills implies "thinking with your own head" and having an active role in understanding what's around you.
Unfortunately, in traditional schools, students haven't many opportunities to exercise these skills because they are mainly asked to listen to the teacher, memorize and repeat.

On the contrary, several studies show that using a problem-based learning pedagogical approach improves the students' critical thinking abilities.
https://www.sciencedirect.com/science/article/abs/pii/S0260691713000695
www.koreascience.kr/article/JAKO201215239618961.pdf
https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1365-2929.2006.02481.x

In problem-based learning (PBL) the learning process starts from a real-world problem, the students, first of all, have to find the right questions needed to understand and solve the problem, then, working in small groups, they have to search for the answers to those questions.
It's a student-centered approach in which students have an active role in their learning path, and teachers are facilitators of the process.
https://educationaltechnology.net/problem-based-learning-pbl/
Problem-based learning can be based on different techniques; for this module, we designed five activities with different approaches.

Traditional Learning

Told what we need to know → Memorize it → Problem assigned to illustrate how to use it

Problem-Based Learning

Problem Assigned → Identify what we need to know → Learn & apply to solve the problem

UNIT 1: CONSTRUCTIONISM - BUILDING BRIDGES

Theoretical background

Seymour Papert's constructionism is a pedagogical approach based on the principle that meaningful learning occurs when individuals actively construct a meaningful product in the real world.
S. Papert, Mindstorms: Children, Computers, and Powerful Ideas, 1980
http://www.papert.org/articles/SituatingConstructionism.html

Constructionism is built upon the constructivist learning theories elaborated by Jean Piaget, with whom Papert had worked at the University of Geneva from 1958 to 1963. Piaget's work says that people construct their understanding and knowledge of the world through experiencing things, reflecting on those experiences, and exchanging ideas with peers.
We don't learn just passively absorbing information.
When we encounter something new, we must integrate further information with our previous knowledge, using experiences and social discourse to construct new understanding and knowledge.

UNIT 1: CONSTRUCTIONISM - BUILDING BRIDGES

Exercise

KEY CONCEPTS: share knowledge, trial & error, make hypotheses and verify them, construct knowledge
MATERIALS NEEDED: A4 paper sheets, paper cups, adhesive tape, rice, scissors, and ruler
TIME NEEDED: 45 minutes

The class is divided into groups made of 4-5 students.
The teacher set the problem: which are the shapes that can better withstand forces acting on them?
To find an answer to this question, the groups are required to build a bridge following a set of rules:

- Each group has 6 A4 paper sheets, three paper cups, a ruler, adhesive tape, scissors, and a cup of rice.

- Each group has to put two paper cups upside down at a distance of 50 cm, one from the other, measuring from the inside.

- Using only paper sheets and adhesive tape, they have to build the bridge span.

- The span has to be placed on the upside-down paper cups, but not fixed with the adhesive tape.

- The adhesive tape can only be used on the paper to build the span.

- When the bridge is built they have to put the third paper cup at the centre of the span and fill it with rice.

Sharing previous knowledge, making hypotheses and trying different solutions for the span, the groups will find which shapes better withstand forces, avoiding the bridge to collapse.
They have 30 minutes to do the activity.

UNIT 1: CONSTRUCTIONISM - BUILDING BRIDGES

Additional information

SOME POSSIBLE SOLUTIONS:

- round the paper sheets to create cylinders and connect them with the adhesive tape.

- create triangular prisms with the paper and connect them with the adhesive tape.

- Other solutions can be creatively found by the students.

Check your understanding

At the end of the activity, each group will share their experience with the other students, highlighting the process they followed, their errors, and what they learned.

QUESTIONS FOR REFLECTION:

- Which was your first idea?

- How did it change during the process?

- How the team collaborated during the activity? Did you assign roles to the team members or everyone collaborated on the same level?

- If you had to do a similar activity what would you change in the process?

UNIT 2:
DEBATE - ARGUMENTING TO LEARN

Theoretical background

Another approach to improving critical thinking and problem-solving skills is debating.

A debate is a structured discussion about a controversial issue.
 To successfully participate, students must carefully research the issue, look at it from different points of view, articulate ideas based on data and facts, and speak in public.

https://www.niu.edu/citl/resources/guides/instructional-guide/classroom-debates.shtml

UNIT 2:
DEBATE - ARGUMENTING TO LEARN

Exercise

KEY CONCEPTS: research, discuss, pro & cons, public speaking
MATERIALS NEEDED: paper, pens, digital devices, internet connection
TIME NEEDED: 45 minutes

The class is divided into three groups: for, against and the jury. Teachers are jury members.

The teacher chooses a topic for the discussion. The topic should be controversial so that it is possible to find for and against opinions.

Examples of topics can include:

- Is buying an electric car a good choice for the buyer and the planet?

- Are robots stealing jobs from humans, or are they creating careers?

- Should all the students do some volunteer social activities?

The Teacher draws which group has to speak for and which has to be against, independently by the honest thoughts of students.

Groups have 15 min to share ideas, research the topic and build a speech. The speech should have an introduction, an exposition of data and facts supporting the ideas, and a conclusion. Each group has to choose one speaker.

Each group has 3 minutes to do their speech, starting with for.

After the two groups have their address, they have 5 minutes to articulate a rebuttal.

Then each speaker has 1 minute to do the rebuttal.

In the end, the Jury decides which group has been more effective and convincing.

UNIT 2:
DEBATE - ARGUMENTING TO LEARN

Exercise

Additional information

Teacher has to take care that all the rules are respected.
In a previous lesson, the teacher should explain how the debate is structured and which are the criteria for its evaluation.
Here we can find some examples:
https://debate-nb.ca/for-judges/during-the-debate/judging-criteria/ from which every teacher can create his/her evaluation rubric.

Check your understanding

After the debate, all the students reflect on what happened and discuss their experience.

QUESTIONS FOR REFLECTION:

- What went right and what wrong with the debate?

- What are the skills I need to improve?

- What could the two groups have done better?

- How important is it to understand and research the topic to prepare a debate?

- How important are language skills?

UNIT 3:
TRIAL AND ERROR - CREATIVE LEARNING WITH SCRATCH

Theoretical background

Trial and error is a method of problem-solving characterized by repeated attempts which are continued until success.

Scratch www.scratch.mit.edu is a tool designed by the MediaLab of MIT, Boston to make creative learning.

With Scratch, everyone, without informatics skills, can imagine an interactive digital product and build it.

The way to proceed in creating a project in Scratch is mainly by trial and error: trying a sequence of instructions, looking at the result, thinking about what is wrong, modifying the sequence of instructions, and so on until we get the desired result.

A lot of resources can be found at http://lcl.media.mit.edu/

UNIT 3:
# TRIAL AND ERROR - CREATIVE LEARNING WITH SCRATCH

Exercise

KEY CONCEPTS: creative learning, coding, trial and error, computation thinking
MATERIALS NEEDED: digital devices and internet connection
TIME NEEDED: 45 minutes

The teacher asks students to join Scratch at www.scratch.mit.edu, the tool is free. Then the teacher gives a brief description of the Scratch fundamentals:
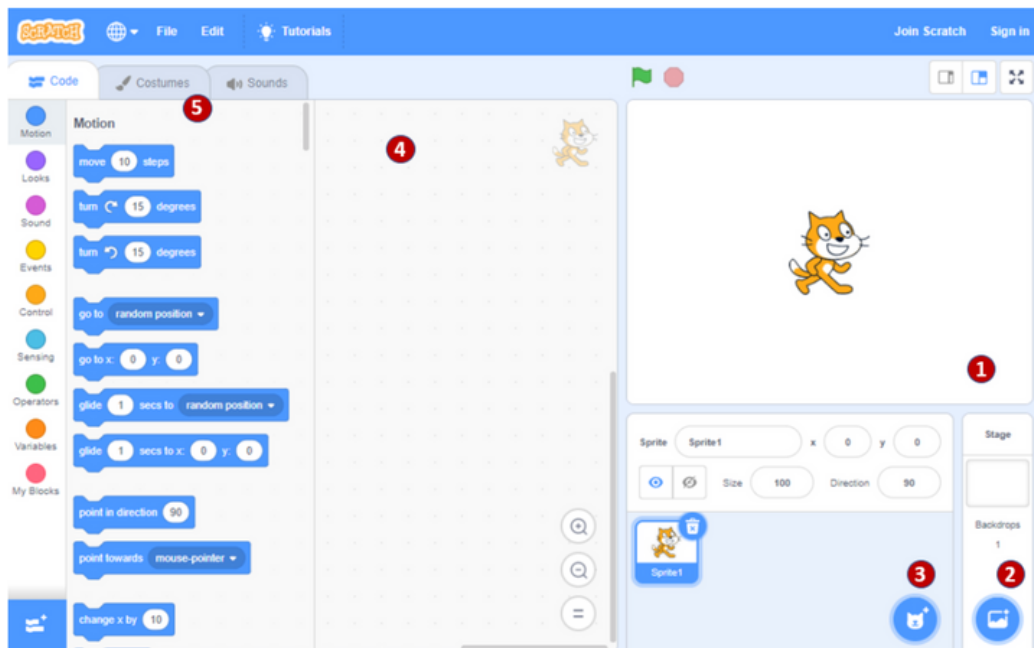
- This area is the stage, where things happen,
- with this button students can choose a backdrop for the stage,
- with this button students can choose the characters, called "sprites",
- In this area, they have to write a script for each character, which is the list of instructions that determine the character's behaviour. The instructions are on the coloured blocks that they need to drag and drop in the script area and connect one to another.
- Some characters have several costumes that can be used to create animations.

UNIT 3:
TRIAL AND ERROR - CREATIVE LEARNING WITH SCRATCH

When the scripts are made students have to click on the green flag to start the project.

The students should work in couples.
The teacher gives a task to the students, for example:

- "create a dialogue between two characters"

- "create a simple version of a pong game"
-

The students share their knowledge and their ideas, create the scripts, and see the result by clicking the green flag, reflect on the errors, change the scripts and so on until they get the desired result.

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UNIT 3:
TRIAL AND ERROR - CREATIVE LEARNING WITH SCRATCH

Additional information

In the tutorial section there are some easy activities to start with.
One of the main ideas in Scratch is knowledge sharing and community. On the Scratch home page there are thousands of projects created by Scratch users around the world and everyone can open them, get inspired by their ideas, look inside to see how the project has been built and how the code has been composed, and make a copy of a project for starting from it. That's a great way to learn quickly!

Check your understanding

After finishing their project the students in each group show it to the rest of the class and explain the solutions they found and how they composed the code.

QUESTIONS FOR REFLECTION:

- What are the difficulties you encountered during the activity?

- Did you feel frustrated when the project didn't work?

- What strategy did you apply to overcome difficulties?

- How did you feel when you managed to have it working?

- What would you like to add to the project if you had more time?

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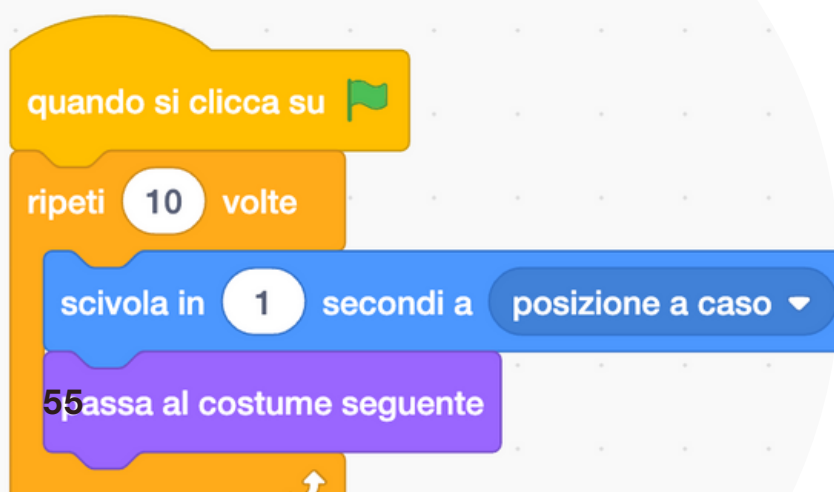
UNIT 4:
LOGICAL THINKING - ELEMENTARY, MY DEAR WATSON!

Theoretical background

Some problems can be solved using reasoning skills to analyze the situation and to figure out a solution, deducting the missing data from the data provided with the problem and their connections.

"Logical reasoning is a form of thinking in which premises and relations between premises are used in a rigorous manner to infer conclusions that are entailed (or implied) by the premises and the relations. "
https://link.springer.com/referenceworkentry/10.1007/978-1-4419-1428-6_790

"Deductive reasoning is the process of inferring conclusions from known information (premises) based on formal logic rules, where conclusions are necessarily derived from the given information and there is no need to validate them by experiments"
https://link.springer.com/referenceworkentry/10.1007/978-1-4419-1428-6_659

UNIT 4:
LOGICAL THINKING - ELEMENTARY, MY DEAR WATSON!

Exercise

KEY CONCEPTS: logical, deductions, analyzing data, infer conclusions
MATERIALS NEEDED: digital devices or paper and pens
TIME NEEDED: 45 minutes

Students are divided into groups made by 3-4 people.
The teacher provides a list of problems and gives the group 30 min to solve them.
The students inside the groups exchange ideas and try to solve problems.

Examples of problems:

1.
John, Mary, and George are friends. Their surnames are Brown, Green, and Black and their ages are 16, 17, and 20. Both surnames and ages are in random order.
Mr. Brown is 4 years older than George.
Mr. or Miss Black is 17 years old.
Using the given information, complete the table below.

Name	Surname	Age
John		
Mary		
George		

UNIT 4:
LOGICAL THINKING - ELEMENTARY, MY DEAR WATSON!

Exercise

2.

John, Mary, and George are musicians and they are going to participate in a music festival.

Each of them lives in a different city, plays a different instrument, and has been studying music for a different number of years. In random order the cities are Rome, Madrid, and London, the instruments are guitar, trumpet, and piano and the years of study are 6, 2, and 4.

Who plays the trumpet and has been studying it for 2 years?

Mary plays the piano and she has not been studying it for 4 years.

John has been studying his instruments for 2 years more than the person who lives in London.

Who plays the guitar and is not living in Rome?

Using the given information, complete the table below.

Name	City	Instruments	Years
John			
Mary			
George			

UNIT 4:
LOGICAL THINKING - ELEMENTARY, MY DEAR WATSON!

Exercise

3.

Julius Caesar, the ancient Rome general and statesman, used to encrypt his correspondence with a simple method known as Caesar's cipher or Caesar's code. The method is based on replacing each letter with another at a fixed number of positions down the alphabet. For example, A with a right shift of 3 will become D. Decrypt the word "PIEVRMRK" knowing that the key is a left shift for a number of positions < 10

SOLUTIONS:

1.

Name	Surname	Age
John	Brown	20
Mary	Black	17
George	Green	16

UNIT 4:
LOGICAL THINKING - ELEMENTARY, MY DEAR WATSON!

Exercise

3.

Name	City	Instrument	Years
John	Madrid	guitar	4
Mary	Rome	piano	6
George	London	trumpet	2

4.

Plain	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Cipher	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A	B	C	D

the key is right shift 4 and the word is "LEARNING"

UNIT 4:
LOGICAL THINKING - ELEMENTARY, MY DEAR WATSON!

Additional information

A more complex code based on Caesar's code is Vigenère cypher https://en.wikipedia.org/wiki/Vigen%C3%A8re_cipher

Check your understanding

After the end of the test, the groups share their results and what they have learned.

QUESTIONS FOR REFLECTION:

- How did you proceed to find the solutions?

- Do you think that writing down schemas with the information is helping with this kind of problem?

- How is it important to carefully read and understand the problem text?

- How did you collaborate within the group?
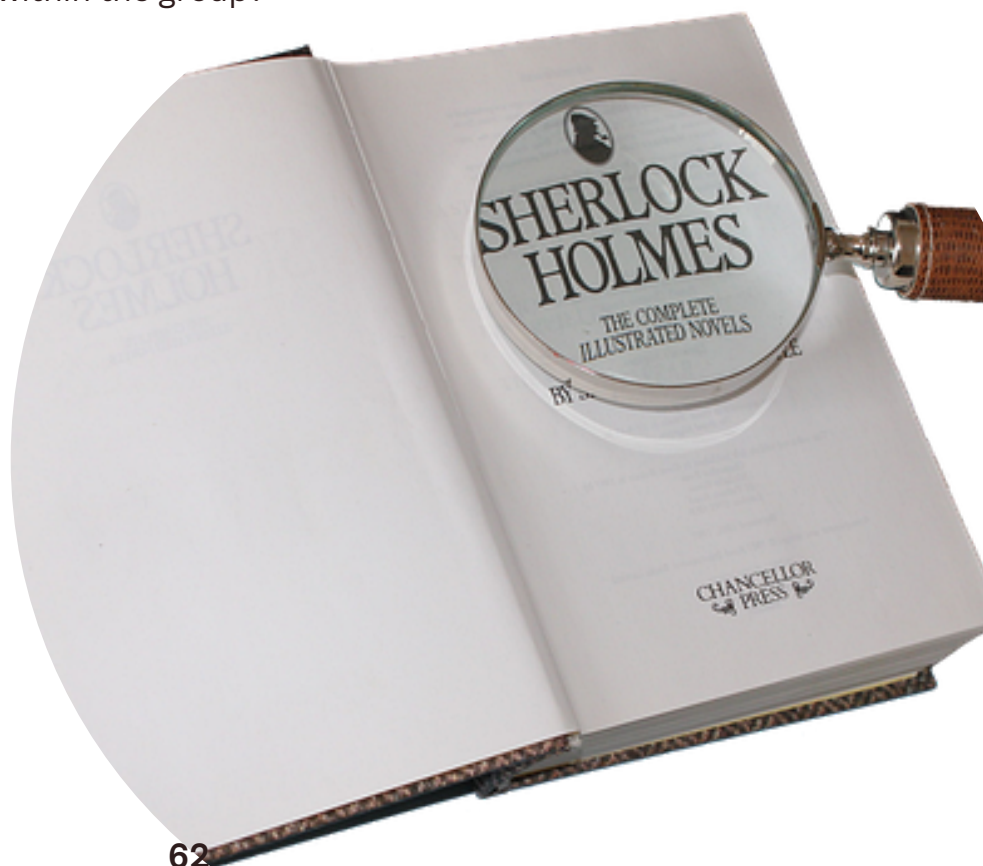
UNIT 5:
COGNITIVE BIASES - THE BRAIN TRICKS

Theoretical background

Psychologists Amos Tversky and Daniel Kahneman developed the concept of cognitive bias from their 1970s research into why people struggle to reason and judge objectively in certain situations. Along with Paul Slovic, they published their early findings in their book, "Judgment Under Uncertainty."
https://www.science.org/doi/10.1126/science.185.4157.1124

Cognitive bias can be defined as a set of predictable mental errors that arise from our limited ability to process information objectively. It can result in illogical and irrational decisions, and it can cause you to misjudge risks and threats.

Some of the more common biases are

- **Confirmation bias**: the tendency to search for, interpret, favour, and recall information in a way that confirms one's preexisting beliefs or hypotheses.

- **Anchoring bias**: the tendency to rely too heavily on the first piece of information encountered when making decisions.

- **Availability heuristic**: the tendency to overestimate the likelihood of events based on their availability in memory.

- **Bandwagon bias**: the tendency to do or believe something because many other people are doing or believing it.

- **Self-serving bias**: The tendency to attribute success to personal factors while blaming failures on external factors.

UNIT 5:
COGNITIVE BIASES - THE BRAIN TRICKS

Exercise

KEY CONCEPTS: cognitive bias, fallacies
MATERIALS NEEDED: a poster, coloured post-it, pens
TIME NEEDED: 45 minutes

The teacher explains what cognitive biases are and gives each student a table with the name and the description of 5 common biases.
The teacher put on the wall a poster with five columns, each of them having the name of a cognitive bias as the title.
The students, divided into groups of 3-4 people, have to think of common examples of each of the five biases, write them down on a post-it, and stick them in the right column on the poster. They are not allowed to use digital devices.
They have 30 minutes to discuss within the groups and look for examples.

Additional information

Examples of the above cognitive bias are

Confirmation bias _ a person who believes that vaccines are dangerous may only seek out information that supports that belief and ignore information that contradicts it.

Anchoring bias _ a person may be more likely to accept a high offer for a used car if they first see a significantly higher offer for a similar car. This is a quite common marketing technique.

The availability heuristic _ a person may overestimate the likelihood of being in a plane crash because they have heard about several plane crashes recently.

Bandwagon bias _ a person starts using a certain brand of phone or clothing because it has become popular among their peers, even though they may not have chosen that brand otherwise.

Self-serving bias _ a student may attribute a good grade to their own intelligence and hard work, but blame a bad grade on the teacher being unfair.

UNIT 5:
COGNITIVE BIASES - THE BRAIN TRICKS

Check your understanding

After 30 min all the students discuss together the examples they found.
Then each student has to reflect on situations in which he/she has been affected by a cognitive bias.

QUESTIONS FOR REFLECTION:

- Which was my last behaviour that could be affected by one of these biases?

- How can I recognise the bias in the future?

- What can I do in my life to increase my ability to process information and avoid cognitive bias?

- Are age, cultural level and economic possibilities factors that can have an impact on cognitive bias diffusion?

MODULE SUMMARY

Critical thinking allows individuals to evaluate information and arguments in a logical and systematic way, and make well-informed decisions.

It enables individuals to make well-informed decisions, solve problems effectively, understand complex information, and think independently. It is a fundamental skill for success in any field or career.

In this module, we designed 5 activities based on different strategies to develop critical thinking and problem-solving skills.
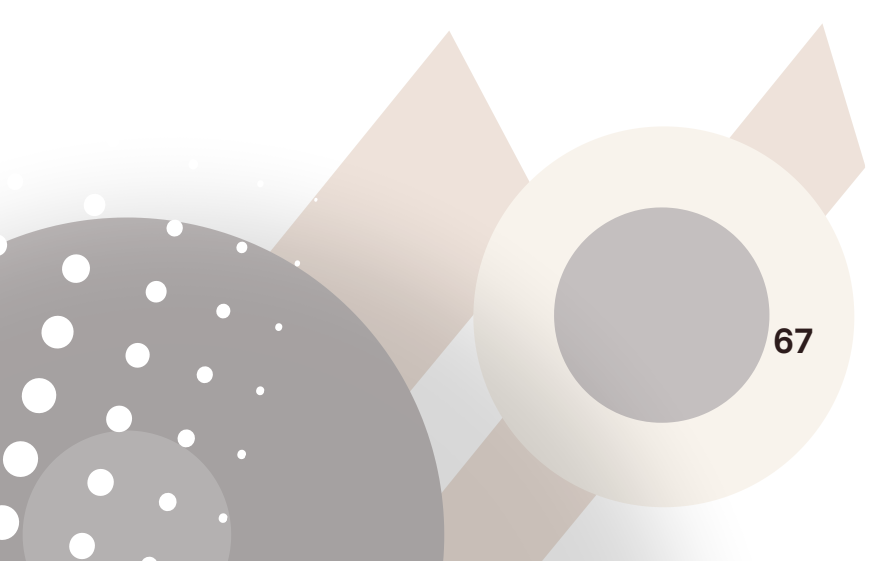
MODULE NO. 4

ME AND YOU(COMMUNICATION, RELATIONSHIPS)

Aim	The aim of this module ist o show student show important is to establish good and healthy relationships: • at home, with their family and relatives, • at school, with their schoolmates and teachers, • in society, with their neighbours and friends, • at work with their boss and colleagues . In conclusion: sociable or anti-social?

Topics & Learning outcomes	**Topics**	**Learning outcomes** **What students know/can do/ feel about the subject**
	Communication-Theory	Students know that communication is very important in their everyday lives and that there are different ways in which they can communicate, verbal, nonverbal and visual, and also, there are four basic communication styles.

	Topics	Learning outcomes What students know/can do/ feel about the subject
Topics & Learning outcomes	Communication Practice	Students decide upon their own communication style and work together to create a better class environment in the future, establishing more relaxed relationships with their teachers and closer, more helpful connections with their classmates.
	Communication Theory and practice	Students realise how they can use communication theory and make it work in their favour, helping them to become more sociable, get good grades and enjoy more their company at school.
	Realistic Communication	• Students can put into practice all types of communication and create their own real life situations dialogues, using the given examples • They also act in short role plays that help them understand the 4 communication styles: Assertive, Aggressive, Passive-aggressive, and Passive and express their true feelings about this experience.

INTRODUCTION

Communication plays a vital role in social life, being the foundation of all human relationships and an essential process through which people manage to transmit emotions, feelings or information, through it we manage to express ourselves and at the same time understand those around us, from this therefore it is necessary to know how to communicate correctly and effectively.

It is important for a teacher to have educational competence. This is achieved by complying with a set of requirements for effective didactic communication. In the communication relationship, the teacher must assume his role in such a way that the student feels that he wants to meet with him as a person and as a dialogue partner, in which he feels listened to. It is fundamental to know how to listen because this way good communication will be ensured.

Equipping children with effective communication skills results in higher levels of emotional intelligence, higher test scores, decreased incidents of bullying, and improvements in overall mental well-being. There is so much to gain from practicing these skills.

UNIT 1:
COMMUNICATION PROCESS

Theoretical background

Communication Process
The Communication is a two-way process wherein the message in the form of ideas, thoughts, feelings, opinions is transmitted between two or more persons with the intent of creating a shared understanding.

Simply, an act of conveying intended information and understanding from one person to another is called as communication. The term communication is derived from the Latin word "Communis" which means to share. Effective communication is when the message conveyed by the sender is understood by the receiver in exactly the same way as it was intended.

Communication Process
The communication is a dynamic process that begins with the conceptualizing of ideas by the sender who then transmits the message through a channel to the receiver, who in turn gives the feedback in the form of some message or signal within the given time frame. Thus, there are Seven major elements of communication process:
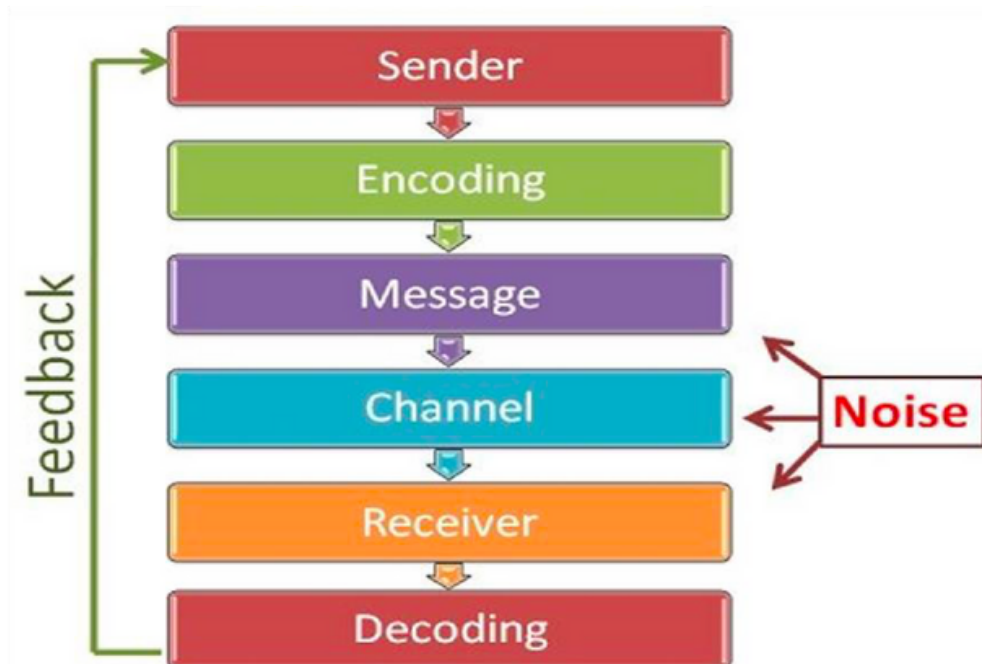
- **Sender:** The sender or the communicator is the person who initiates the conversation and has conceptualized the idea that he intends to convey it to others.
- **Encoding:** The sender begins with the encoding process wherein he uses certain words or non-verbal methods such as symbols, signs, body gestures, etc. to translate the information into a message. The sender's knowledge, skills, perception, background, competencies, etc. has a great impact on the success of the message.
- **Message:** Once the encoding is finished, the sender gets the message that he intends to convey. The message can be written, oral, symbolic or non-verbal such as body gestures, silence, sighs, sounds, etc. or any other signal that triggers the response of a receiver.
- **Communication Channel:** The Sender chooses the medium through which he wants to convey his message to the recipient. It must be selected carefully in order to make the message effective and correctly interpreted by the recipient. The choice of medium depends on the interpersonal relationships between the sender and the receiver and also on the urgency of the message being sent. Oral, virtual, written, sound, gesture, etc. are some of the commonly used communication mediums.
- **Receiver:** The receiver is the person for whom the message is intended or targeted. He tries to comprehend it in the best possible manner such that the communication objective is attained. The degree to which the receiver decodes the message depends on his knowledge of the subject matter, experience, trust and relationship with the sender.
- **Decoding:** Here, the receiver interprets the sender's message and tries to understand it in the best possible manner. An effective communication occurs only if the receiver understands the message in exactly the same way as it was intended by the sender.
- **Feedback:** The Feedback is the final step of the process that ensures the receiver has received the message and interpreted it correctly as it was intended by the sender. It increases the effectiveness of the communication as it permits the sender to know the efficacy of his message. The response of the receiver can be verbal or non-verbal.
- **Note:** The Noise shows the barriers in communications. There are chances when the message sent by the sender is not received by the recipient.

Types of communication:
- Formal communication,
- informal communication.

Moreover, there are several forms of communication that individuals use to give a pattern or expression to their messages so that they are easily understood by all. The most common types of communication are:

Types of Communication

- Verbal Communication
- Non-Verbal Communication
- Written Communication
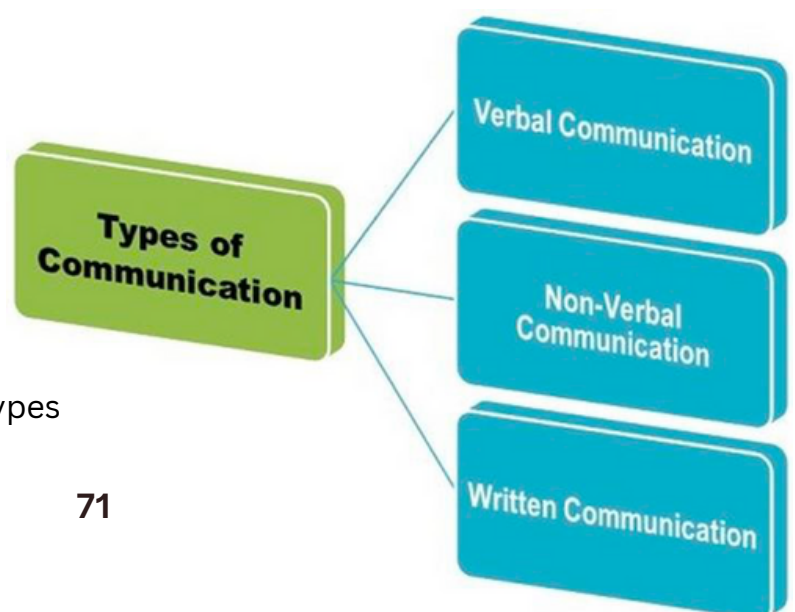
Most common types of communication:

- **Verbal communication,** where you speak your subject and others listen carefully and try to associate its meaning.
- **Nonverbal communication,** where others notice you and try to make sense of it. Non-verbal communication, unlike verbal communication, helps to establish and maintain interpersonal relationships, while verbal only helps to communicate external events.
- **Non-verbal communication** defines the distance between communicators and helps them change their emotional state.
- **Written communication** is a component of human communication. The rule that should be the basis of any written communication is: you must not write in such a way as to make yourself understood, but in such a way that you do not, in any way, leave room a possible misunderstanding. Written communication can be through: e-mail, text, letters,…
- **Verbal communication**

Verbal communication is a type of oral communication in which the message is conveyed through spoken words. Here the sender gives words to his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations and conversations.

The effectiveness of verbal communication depends on the speaker's tone, clarity of speech, volume, speed, body language and the quality of words used in the conversation. In the case of verbal communication, feedback is immediate because there is a simultaneous transmission and reception of the message by the sender and the receiver respectively.

The success of verbal communication depends not only on the ability to speak, but also on listening skills. How effectively an individual listens to the subject decides the effectiveness of the communication. Verbal communication is applicable in both formal and informal situations.

VERBAL COMMUNICATION

IMPROVE YOUR COMMUNICATION SKILLS

The following are the fundamentals of effective communication (Stanfield, 2017):

- Empathy,
- conversational skills,
- established listening and speaking procedures,
- respectful vocabulary,
- the power of pause,
- practice speaking and listening in a natural setting,
- introspection,
- it is their turn.

Any activities, exercises and games that include these fundamentals can improve communication skills. Interactive games encourage children to express their needs. Additionally, when children see these activities as fun and engaging, they are more likely to participate.

Three activities for middle and high school students:

1. Famous couples

Create a list of well-known celebrity pairings. For example, Peanut Butter and Jelly, Romeo and Juliet, Superman and Lois Lane, etc. Each participant should receive a post-it note with half of a famous pair on the back.

Moving around the room, with only three questions per person, participants try to figure out who the person on their back is.
Once the person has discovered who they are, they need to find their partner. If the other partner has not realized his identity, he must not reveal himself until he knows.

2. The enigmatic self

We are often mysterious to others. This game promotes self-awareness about what you find mysterious about yourself. In this activity, students write down three things about themselves that no one else knows. In groups of three or four students, each read the mystery aspects to each other.

Each group collects the mysteries. Later, each group reads the list of facts and the rest of the class tries to guess who the facts on the list are from. Encourage deep respect for these mysteries. Encourage students to celebrate each other's uniqueness. Classrooms with solid trust are often built on mutual awareness and appreciation.

3. Stand Up for Fillers

How many people use "like" or "um" or "uh" or "so" or "right" to fill a quiet space? It's a nervous habit like it is often rooted in the perceived discomfort of silence. This activity helps eliminate these fillers in conversations or public speaking.

Each student is given a topic to talk about for 1-3 minutes (the topic is not important, it should be simple). During their speaking time, the rest of the class will stand when they hear any of these fillers appear in the speech.

The class listens and the speaker is hyper-aware of the words they use. It is an intended shock to the speaker to see the whole class on their feet when they hear these fillers and it helps to pay attention to the use of precise vocabulary.

Three assertive communication activities for teenagers:

Assertive communication is a healthy way to express your needs. Being respectful and honest can still cause discomfort, and negotiating that discomfort is a critical skill. The following are activities that can help teens develop these vital communication skills.

1. Awareness of emotions

Being in tune with our own emotional needs is the foundation of understanding why we are happy or frustrated with others. Many teenagers have difficulty putting words to how they feel, and this is often a matter of knowing how to identify complex emotions.

In this activity, give each participant a sheet of various emojis. Take the group through different scenarios that evoke emotions. Have them track and label the emotions that came up for them. Being able to name emotions as they are signaled is a first step in improving emotional intelligence and also relaxes the amygdala from over-firing.

2. Fists

Divide the group into pairs. The pair will receive two different sets of instructions.

Person 1's instructions will read: Person 2 will make a punch. You HAVE to open that fist.

Person 2's instructions will read: Person 1 will try to get you to open your fist. You should NOT open your fist unless he/she asks you politely and assertively.

Most people will try to open their fist. It is an opportunity to effectively explain assertive communication. Knowing the power of good communication skills is important to build them properly Discuss with students how the directions influenced their actions. Have they considered a peaceful way to ask? Why or why not? What models of communication do films and media offer?

3. Sample Situations

Have a list of scenarios where assertive communication would be most effective. Give teens the opportunity to practice responding to situations. Have them demonstrate aggressive, passive and then assertive styles. When I know the difference, the better I can practice it in real-life scenarios.

Some examples of scenarios could be:

- You're standing in line at the checkout and two salespeople are engrossed in deep conversation ignoring you.
- Your teacher has graded a paper that you feel should have received a higher grade.
- Someone calls you a name that hurts.
- Go through different options for answers and get the teens to brainstorm.

Conclusion!

Communication is the key to success in relationships or at work throughout our lives. The ability to communicate effectively is due to experience, but the school offers a lot of experiences from which students can build their own effective communication strategy. Effective communication is essential to increase productivity and to maintain solid, long-term relationships, both professionally and personally.

UNIT 2:
NONVERBAL COMMUNICATION

Theoretical background

Did you know that you can communicate with other people even without speaking? Yes, non-verbal communication is a form of transferring messages and signals through different ways. Individuals use this type of communication in their daily life without realizing it in the real sense.

Nonverbal communication is important because it helps you identify emotions and mannerisms by observing individuals. Nonverbal communication is a combination of different body movements and expressions that help individuals get their point across without having to verbalize it.

Interesting games to reserve non-verbal communication skills:

1.Listen to Me

This is an interesting non-verbal game that can be played in groups. In this game, all participants must follow the instructions of the host.

The host must give instructions before the start of the game that if he does a certain action, then the whole team should do which action (not similar to that, the host will do). For example, inform all members that if the host jumps then all teams must move their arms up and down, and if the host moves their arms then the team must jump. Do a similar pair of actions and you can give 2-3 pairs at the beginning to increase the level of difficulty. Participants must focus on the host's actions and respond with action accordingly. This means that the host can do any action, while the participants must follow the instructions, not the action seen. As participants make wrong moves that are not in coordination with the host, they should be eliminated and the last person standing wins.

 This game helps participants understand the importance of communicating the correct answer through listening skills. No participant is allowed to speak which makes it interesting as they can look at each other to complete the activity. It improves their motor skills and develops their concentration.

2. Guess the Situation

People often tend to show their emotions through facial expressions. You may be able to tell if the person is angry or frustrated simply by their body language. This game is essential when you want to tap into the importance of facial expressions, hand gestures and body posture. In this game, make a pair, each in a team. You can also have 4 people team depending on the participants. One participant from each group must come and choose a face that has emotion.

For example, you can mention the following instructions in the tab "Show impatience", "Show anger and anxiety", "Show sarcasm through facial expressions", "Portray a bossy attitude". The member who chose the card should have 2 minutes to act out a scenario for the team members. For example, the member may continuously fidget with a pen to display an anxious nature. The team members have to guess the situation and emotion within the given time frame. The team that guesses the most correct answer wins the game.

Such a game is amazing because you can design the situations and emotions according to the game environment. It is an important activity to teach the importance of reading people and understanding their interests through body language and gestures.

3. Match my emotion

Matching my emotions is the right way to create silent chaos in the room. This game involves participants using their best non-verbal communication skills to win the game. To play the game, you have to make signs and list different facial expressions or emotions. For example – happy, sad, angry, impatient or suspicious. Each emotion should have 2 or 4 placards, depending on the number of participants. Ask the participants to stand in a circle and give a placard to each of them. Instruct them not to reveal it to anyone. Now start the timer and ask the participants to show the emotion through their facial expressions and find the same emotion on someone else's face.

For example, if participants need to act sad, they can walk around with a sad face and find other sad faces to team up and win as well .After a minute, let them be placed back into a circle and start again. If they found one member and still need to find the rest, they should go with the same person to find others. Each participant will have to find the same emotion to form their pairs within the given time frame. Make sure that participants do not initiate even the simplest conversation with anyone.

This is an exciting game because all the participants will go and search with a unique facial expression. Of course everyone bursts out laughing.

READ : Accommodations For GRE For Aspirants With Dyscalculia And Other Learning Disabilities

Remember:

The games mentioned above provide an immersive learning experience. In addition to non-verbal communication, they also learn team-building skills, increase focus and get along with others.

How do we improve verbal communication?

- Make eye contact!

- Keep calm and stay relaxed!

- Separate emotion from words!

- Pay attention to the discussion you are in!

- Smile!

- Don't cross your arms during the conversation!

Conclusion:

Nonverbal communication can help you get out of harm's way, as these elements help you identify or guess the next move of any individual. Such communication skills can also be used to convey emotions that are generally harder through words.

UNIT 3:
COMMUNICATION STYLES

Theoretical background

Every person has a unique communication style, a way in which they interact and exchange information with others.

There are four basic communication styles: passive, aggressive, passive-aggressive and assertive. It's important to understand each communication style, and why individuals use them.

Communication Styles

Sociability (You win)

Passive	Assertive
• I lose	• I win
• You win	• You win
Passive-Aggressive	Aggressive
• I lose	• I win
• You lose	• You lose

Dominance (I win)
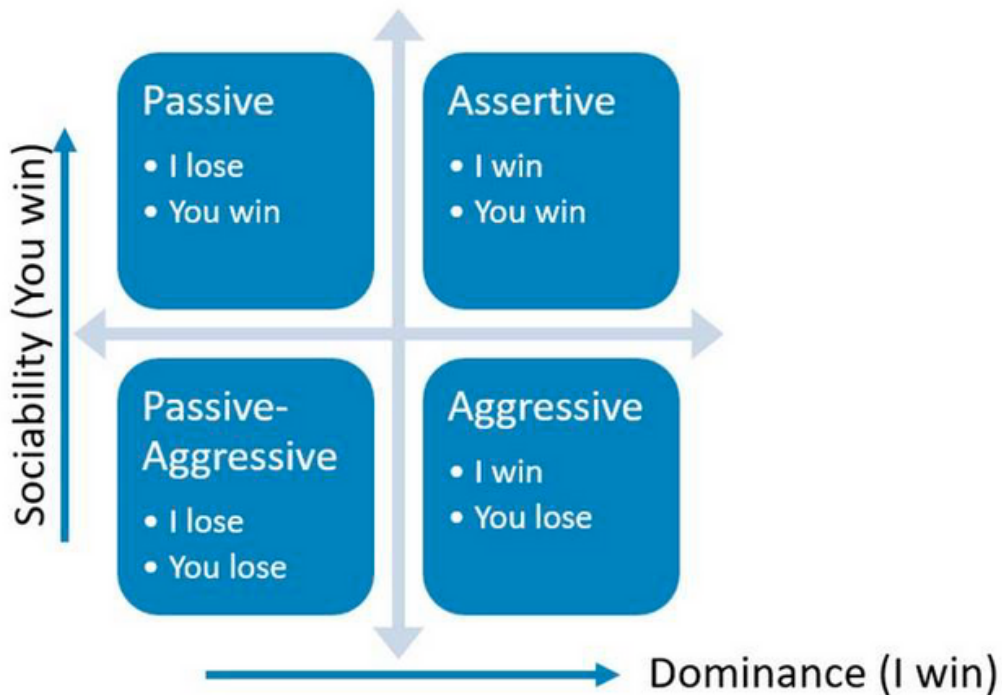
Passive:

Act with indifference, yielding to the others; - they fail to express their feelings or needs, allowing others to express themselves; - often manifests a lack of eye contact, a bad body posture and an inability to say no.   Examples of phrases that an aggressive communicator would use include:

- "I'm right and you're wrong." "I'll get my way no matter what." "It's all your fault."

Aggressive:

 They speak loudly and demandingly; -they maintain intense eye contact; they dominate or control others by blaming, intimidating, criticizing, threatening or attacking them; -they often command, ask rude questions and fail to listen to others. Examples of phrases that an aggressive communicator would use include:

- "I'm right and you're wrong." "I'll get my way no matter what." "It's all your fault."

Passive-Aggressive:

They appear passive on the surface, but inside they may feel helpless or blocked; - they avoid confrontation with a person/with a problem; they have difficulty in recognizing their anger, they use facial expressions that do not correlate with the way they feel; -they deny that there is a problem. Examples of phrases that a passive-aggressive communicator would use include:

- "That's fine with me, but don't be surprised if someone else gets mad." "Sure, we can do things your way" .

Assertive:

They express their own needs, desires, ideas and feelings, taking into account the needs of others; -they aim for both sides to win in a situation; -they using "I" statements; - they use actions, without blaming others. Examples of phrases an assertive communicator would use include:

- "We are equally entitled to express ourselves respectfully to one another." "I realize I have choices in my life, and I consider my options." "I respect the rights of others."

How to Become an Assertive Communicator ?

Understanding how others communicate can be key to getting your message across to them. In order to develop a more assertive communication style, here are a few tips to keep in mind:

- Take ownership (use "I" statements),

- maintain eye contact;,

- learn to say "no",

- voice your needs and desires confidently,

- establish Yourself as a Key Communicator.

The type of communication with the highest number of points best characterizes your style of communicating with others. If you have the same number of points in several categories or close values, it means that there are elements that suit you.

alvernia.edu/articles/4-types-communication-styles/
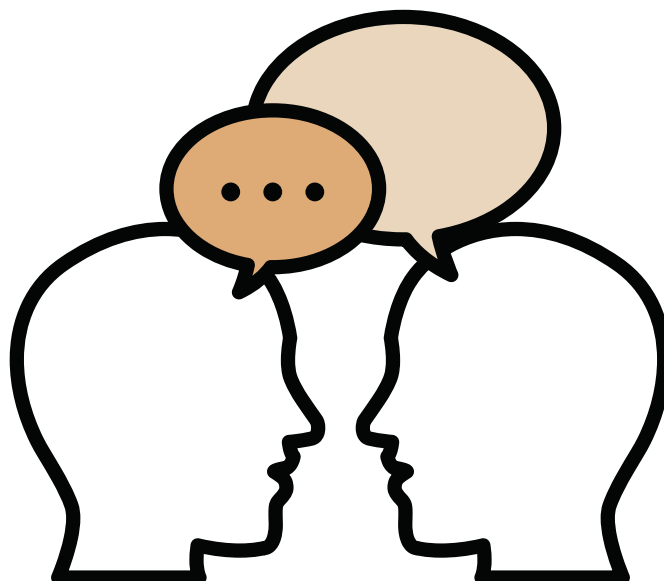
UNIT 4:
7 C'S OF COMMUNICATION
Theoretical background

The 7 C's of Communication is a checklist that helps to improve the professional communication skills and increases the chance that the message will be understood in exactly the same way as it was intended.

To have effective communication, one should keep the following 7 C's of communication in mind:

- **Clear:** The message should be clear and easily understandable to the recipient. The purpose of the communication should be clear to sender then only the receiver will be sure about it. The message should emphasize on a single goal at a time and shall not cover several ideas in a single sentence.

- **Correct:** The message should be correct, i.e. a correct language should be used, and the sender must ensure that there is no grammatical and spelling mistakes. Also, the message should be exact and well-timed. The correct messages have a greater impact on the receiver and at the same time, the morale of the sender increases with the accurate message.

- **Complete:** The message should be complete, i.e. it must include all the relevant information as required by the intended audience. The complete information gives answers to all the questions of the receivers and helps in better decision-making by the recipient.

- **Concrete:** The communication should be concrete, which means the message should be clear and particularly such that no room for misinterpretation is left. All the facts and figures should be clearly mentioned in a message so as to substantiate to whatever the sender is saying.

- **Concise:** The message should be precise and to the point. The sender should avoid the lengthy sentences and try to convey the subject matter in the least possible words. The short and brief message is more comprehensive and helps in retaining the receiver's attention.

- **Consideration:** The sender must take into consideration the receiver's opinions, knowledge, mindset, background, etc. in order to have an effective communication. In order to communicate, the sender must relate to the target recipient and be involved.

- **Courteous:** It implies that the sender must take into consideration both the feelings and viewpoints of the receiver such that the message is positive and focused at the audience. The message should not be biased and must include the terms that show respect for the recipient.
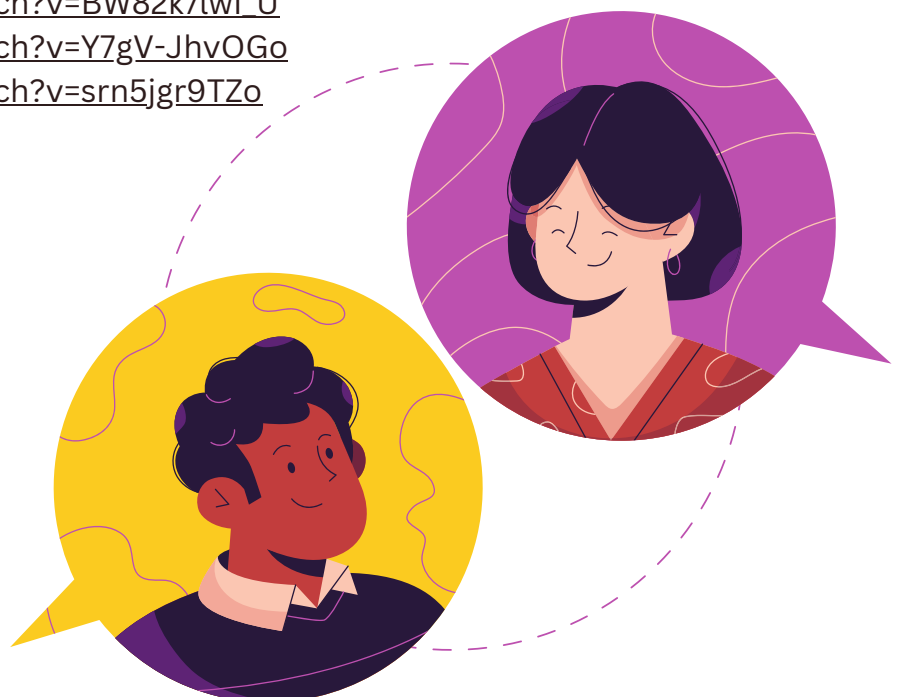
Note: This checklist applies to both the written and oral communication.

VIDEOS
https://www.youtube.com/watch?v=BW82k7lwI_U
https://www.youtube.com/watch?v=Y7gV-JhvOGo
https://www.youtube.com/watch?v=srn5jgr9TZo

Exercise

KEY CONCEPTS: public speaking, C's of communication
MATERIALS NEEDED: papers, pencils
TIME NEEDED: 45 minutes

REFLECTION !

Public speaking is usually a source of stress for anyone. Regardless of whether we work alone or with a large number of people, eventually we will have to speak in public to achieve the achievement of some objectives. If we want to be leaders or achieve something important in life, we will often have to speak to groups, large and small, in order to be successful.

Think about the last time you supposedly made a public presentation. Write down which C's of communication you used? What would you change next time?
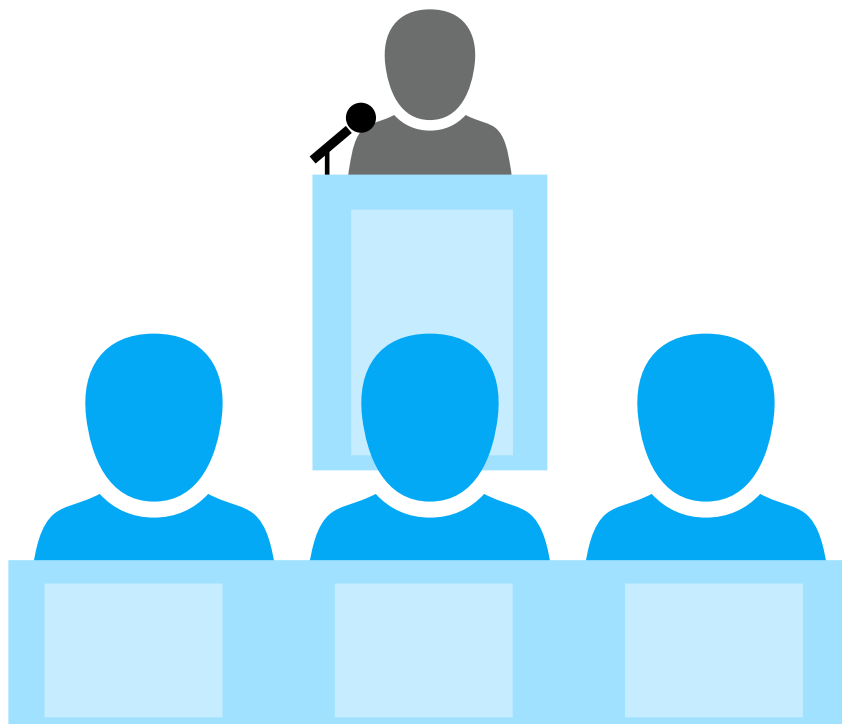
UNIT 5:
<u>TEACHER</u>-STUDENT RELATIONSHIP
Theoretical background

The educational act is an act related to the sphere of interpersonal relations, its effectiveness is decided on the ground of concrete daily relations between teacher and student. In the matter of the teacher-student relationship, in addition to a rich positive experience that has been accumulated over the years, it is noted that, sometimes, arbitration prevails, outdated practices and prejudices that a conservative attitude maintains. To improve the teacher-student relationship, it is necessary to take into account the objectives of education, on the one hand, and the psychology of contemporary youth, on the other hand, the instructive-educational act being a process that continues to be a social invention.
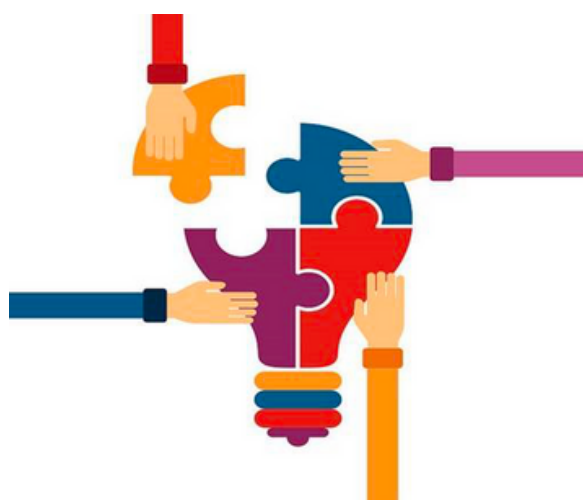
The relations between the teacher and the class are generally polarized into feelings of sympathy, mutual trust or, on the contrary, antipathy, mistrust and even hostility. There are also cases when the spiritual contact between teacher and student does not pass the zone of indifference (the class does not exist for the teacher and neither does the teacher for the class). and benevolence begets sympathy and benevolence, antipathy and hostility arouse feelings of the same quality", he must lead, direct these relationships and structure them into collaborative relationships. As a result of the studies carried out, it was found that some of the teachers do not react adequately neither in the case of good (correct) answers of the students nor in the case of the wrong (null) answers of the students.

Communication must be done with all students, training each one separately, depending on the particularities and character of each one. It depends, first of all, on the behavior of the teacher, so that all students are involved in the teaching act. Many times the relationship between the teacher and the mediocre students leaves much to be desired. In general, they are marginalized and suffer because of their lack of training in the act of communication while listening or teaching a topic, leaving the classroom with the lesson unlearned. These students, especially the shy ones, must be encouraged, motivated, trained within a lesson.

The teacher who knows the art of communication and who has acquired pedagogical skills knows that the lesson can be taught together with the class, that the information does not have to be one-way, only as a baggage of information that the student must acquire.

For effective communication, we must take into account a few simple rules, namely:
- The desire to understand and listen,
- to know how to listen, availability, involvement, discernment and objectivity in evaluating the students' behaviors,
- honesty,
- goodwill,
- mutual trust,
- mutual respect,
- flexibility in thinking,
- tolerance,
- complementarity,
- the feeling of dedication,
- finding a language commonality,
- altruism.

In the teacher-student relationship, the personality of the students must be taken into account, not least. Of course, the behavior of the teacher in the classroom is conditioned, to a large extent, by the existing atmosphere, by the behavior of the students. At the same time, the opinions, values, attitudes and personal characteristics of the teacher matter. The teacher-student relationship is mutual. Each transmits messages-signals, each perceives them differently, but they influence each other. Certain requirements influence everyone's personality and can become, over time, constants of the personality.

COMMUNICATION BARRIERS:

Sidney Shore identifies 3 types of blockages that constitute real problems in carrying out the communication process:

- **Emotional barriers** (fear of making mistakes, mistrust of superiors, colleagues, difficulty in planning one's way of thinking, excessive dependence on the opinions of others, etc.).

- **Cultural barriers** (desire to conform to social models, desire to belong, weak ability to transform or modify ideas, etc.)

- **Perceptual barriers** (the inability to distinguish between cause and effect, the refusal to notice, to reveal, the inability to define things, the excessive narrowing of the point of view).

Exercise

KEY CONCEPTS: deal, teacher , student
MATERIALS NEEDED: papers, pencils
TIME NEEDED: 45 minutes

Complete the table below, in your view:

Ideal teacher	The ideal student
-	-
-	-
-	-
-	-

Tips for the teacher!
- Listen carefully to your student!
- Adjust the tone of your voice!
- Avoid stereotypes. For example: "You are all naughty", because they lead to negative opinions about the other and are the causes of negative emotions that lead to discrimination, violence.
- Avoid criticizing!
- Avoid threats!
- Take into account the particularities of age, the individual particularities of the students (the individual path to each student)!

Conclusion!
Students who manage to interact well with teachers can have more confidence in them, which can form good academic behavior. As a result, a student could show more engagement in the learning process, behave better in class and it would be easier for him to achieve better learning results.

MODULE SUMMARY

By going through this module, the students discover their communication style which helps them in making the instructional and educational process more efficient, but also in their further development. Through the chosen communication style, they will succeed in creating a welcoming and stimulating environment in the classroom, they will establish more relaxed relationships with teachers and connections with group mates.

After completing the module, by solving the exercises and playing some games, the students will realize the benefits of effective communication, making it work in their favor.
Through the games played, students can put into practice all types of communication and pursue their goals in order to achieve success. By developing these skills, students can become, on their own, an example / / a model worthy of following for other colleagues.

In conclusion, we should be more empathetic, to lean on those in difficult situations, to communicate to ensure the well-being.

MODULE NO. 5
ME AND THE WORLD

(MY CONTRIBUTION TO THE COMMUNITY, VOLUNTARY WORK, E+ POSSIBILITIES)

Aim	This module aims to show students what can be/is their role in their families, schools, associations, and local communities. We share 5 units that address different areas of being active and taking an active role in society.	
Topics & Learning outcomes	**Topics**	**Learning outcomes** **What students know/can do/ feel about the subject**
	Creativity	• Students know and understand that there is creativity in all of us; we just need to practice it. • They will also learn how and why it is essential to think outside the box.
	Leadership	Students understand what leadership is and what values a good leader has.
	Changemakers	• Students know that failures happen, and they are just one of the steps in our growth. • They will understand what and who changemakers are. • They will know how to take action and become changemakers themselves.
	Voluntary work	Students will understand what voluntary work is and the pros and cons of voluntarism.
	EU possibilities	Students will learn what the EU offers them and know where to turn when they want to participate in international activities.

INTRODUCTION

Young people are involved in many different groups in their environment and community. From the purely primary, the family, groups of friends, and other associations to the larger, represented by the local community, the city, the state, and the union.

Young people in these different environments can play various roles in their communities. In urban areas, they may be involved in community organising, activism, and advocacy. In rural areas, they may be active in farming, conservation, and community development projects. In suburban areas, they may be engaged in school-based or youth-led volunteer organisations. In addition, young people may also play a role in the business community as entrepreneurs, and in the creative arts, as writers, artists, and performers.

In any environment, young people can be leaders, role models, and advocates for positive change. They can help to bridge the gap between different generations and cultures, and they can bring fresh perspectives and new ideas to the table. They can help to create a more inclusive, equitable, and sustainable community for all.

Also, young people are considered the future leaders of their communities, countries, union, and the world. They are highly energetic and romantic, and they can provide new perspectives on issues and challenges. They can also be more open to new ideas and technologies, which can help drive innovation and progress in their communities. Therefore, it is essential to engage them in the decision-making process and provide them with the support and resources they need to make a positive impact.

Overall, young people's contributions can have a positive impact on their community and help create a better future for all.

UNIT 1:
CREATIVITY IS IN ALL OF US

Theoretical background

It is a fact that everyone is creative; we just might forget that. 98% of children at the age of 4 are super talented. At the end of primary school, only 2% of children are evaluated as still gifted. What has happened to us through the years? How talented do you find yourself?

Creativity and thinking outside the box are essential because they allow individuals and organisations to develop new and innovative ideas. This can lead to the developing new products, processes, and services, giving a competitive edge in the community or the marketplace. Additionally, thinking outside the box can lead to discovering new and more efficient ways of solving problems, increasing productivity and success.

Creativity is also important for personal growth and development. Engaging in creative activities can help individuals to develop new skills, boost self-confidence, and improve mental well-being.

In addition, creativity is essential for progress and development in society. New ideas and ways of thinking are necessary for society to evolve and improve.

Creativity and thinking outside the box are important for personal and professional success, as well as for the advancement of society. Encouraging and valuing these traits can lead to a more innovative and prosperous future.

Thinking outside the box refers to thinking that goes beyond the usual or conventional thought patterns. It means to think creatively, unconventionally, and with an open mind to come up with new and innovative ideas and solutions. It's about breaking free from established norms and ways of thinking and considering new perspectives and possibilities.

UNIT 1:
CREATIVITY IS IN ALL OF US

Theoretical background

Thinking outside the box often requires taking risks and thinking non-linearly. It can involve challenging assumptions, looking at problems from different angles, and not being afraid to think differently. It's a mindset that embraces change and encourages experimentation rather than sticking to the status quo.

In short, thinking outside the box is a way of thinking that is characterized by flexibility, innovation, and a willingness to take risks. It can lead to new ideas, solutions and opportunities that would otherwise have gone unnoticed.

How can each person support their creative thinking and outside-the-box thinking?

- Approach things with curiosity.
- Have an open mind.
- Consume content you wouldn't usually choose.
- Think about how things could be improved.
- Stimulate your brain.
- Observe others.
- Discuss ideas with your friends, family, and teachers.
- Don't be afraid to let your thoughts loose.
- Focus on positivity.
- Make time for it.

UNIT 1:
CREATIVITY IS IN ALL OF US

Exercise

KEY CONCEPTS: creativity, thinking outside the box
MATERIALS NEEDED: blank/colourful papers, pencils, crayons, water colours, felt pens
TIME NEEDED: 45 minutes

First part is dedicated to think outside the box and wake up the creativity in students. Ask students to write down at least 15 ways of using a light bulb. Take not more than 5 minutes for this. Then they should share the ideas in the class, just the unique ones (so if one of the students already mentioned one idea, others just choose the ones that weren't mentioned yet). At the end, you will have the final number of unique ideas.

In second part students will think about what inspires them, where they find inspiration for being active, take action, change something, create something. This part is individual. Ask students when was the last time they went to the cinema, saw a theater play, or an art exhibition, listened to a concert, or read an inspiring book? Where do they search for inspiration? Do they find it in nature, in the sky, in the clouds, in words, in children's play … Student's task is to close their eyes and think about everything that is or could inspire them. Each student will draw a picture of their inspiration. At the end you can have a class exhibition of the inspiration drawings.

The exercise aim is to see that creativity is in all of us and to learn or raise an awareness what inspires us.

UNIT 1:
CREATIVITY IS IN ALL OF US

Check your understanding

After each activity, students will have a small reflection session to share their opinions and ideas about learning from the activities.

QUESTIONS FOR REFLECTION:

- How do you feel after doing it and looking at it?

- How creative do you think you are?

- In which ways are you creative in everyday life?

- How important is creativity for you?

- Is it possible for you to include one inspirational thing in your everyday life?

- What or who can support you on that?

UNIT 2:
THE LEADER IN YOU

Theoretical background

Leadership is the ability to guide, inspire, and motivate others to achieve a common goal or objective. A leader is someone who sets direction, aligns people, and creates an environment in which others can succeed. Leadership can be exercised in various settings, including in business, government, non-profit organizations, and other groups.

Leadership can be exercised by anyone regardless of their position or title. A person can be a leader in any role, whether a CEO, a manager, a teacher, or a volunteer. Leadership is not only about having a formal position; it's about the ability to inspire and guide others.

A good leader possesses various characteristics, including:

- **Vision:** A good leader has a clear vision of where they want to take their team or organization, and can communicate that vision effectively to others.
- **Integrity:** A good leader is honest, trustworthy, and acts with integrity.
- **Emotional intelligence:** A good leader has a high level of emotional intelligence, which allows them to understand and manage their own emotions and the emotions of others.
- **Decisiveness:** A good leader is able to make difficult decisions when necessary.
- **Empowerment:** A good leader empowers others to take ownership of their work and make decisions.
- **Adaptability:** A good leader can adapt to changing circumstances and is open to new ideas.
- **Communication:** A good leader is able to communicate effectively with others, both verbally and in writing.
- **Humility:** A good leader is humble and recognizes the contributions of others.

Every action and every project needs a leader, someone who has an overview of the big picture and who follows steps or activities that need to be done to achieve the set goals. A true leader does more than manage others. They enable the individuals on their team to reach their highest potential. By being a true leader, you show others that you can inspire and motivate your team for the group's or organization's good. What makes a leader a good leader? Which skills, or properties a leader has to have?

UNIT 2:
THE LEADER IN YOU

Exercise

KEY CONCEPTS: leadership, changemaker, leadership skills
MATERIALS NEEDED: blank/colorful papers, pencils, crayons
TIME NEEDED: 45 minutes

Here is a list of some characteristics that a good leader should have. Divide students in pairs and ask them to find someone that they know (famous person) and see as a leader (it can be a sports coach, politician, religion leader, director, moral authority etc.). In pairs thex will discuss which parts in the table below this chosen person has and which not. Later have a class descussioon on the outcomes.

- Which people have they chosen and why?
- What are the best qualities in these leaders?
- What are they missing in these leaders?
- How do they see these leaders as positive or negative features?

In second part ask your students to separately write down which parts they think they already have and which they can still improve and develop to become leaders.

Helps others develop	
Displays integrity	
Values relationship	
Holds themselves accountable	
Practices active and empathic listening	
Promotes a vision	
Displays courage	

The exercise aim is to see discuss about leaders and their different skills and to see which skills each of us already has and which we still need to improve.

UNIT 2:
THE LEADER IN YOU

Check your understanding

After each activity, students will have a small reflection session to share their opinions and ideas about learning from the activities.

QUESTIONS FOR REFLECTION:

- Do you see yourself as a leader?

- Do you think you have what a good leader needs?

- How often do you find yourself in leading roles and where?

- What kind of support would you need to become a better leader?

UNIT 3:
BECOME THE CHANGEMAKER

Theoretical background

Be the change you want to see in the world, said Gandhi once. Every big change starts with the first small step. There is no unique definition of what a changemaker is, almost everybody has their own definition, but in general, a changemaker is a person or group of people who work to bring about positive social, economic, or political change. They are individuals or organizations that work to address and solve different local or some of the world's most pressing issues, such as poverty, inequality, injustice, and environmental degradation.

Changemakers are often characterized by their innovative thinking, creativity, and ability to inspire and mobilize others to take action. They are often driven by a strong sense of purpose and a desire to make a positive impact on the world. They take a holistic approach, looking at the root causes of problems and working to create systemic change.

Changemakers come from all backgrounds and walks of life and can work in various sectors such as government, non-profit organizations, business, and community groups. They can be activists, entrepreneurs, educators, policymakers, or anyone working to create positive change.

So, a changemaker is works to bring about positive change in society through innovative thinking, creativity, and the ability to inspire and mobilize others to take action.

Many changemakers in the world have made significant contributions to various causes and issues. Some notable examples include:

Nelson Mandela: A South African anti-apartheid revolutionary and political leader who served as President of South Africa from 1994 to 1999. He was a key figure in the fight against racial segregation and discrimination in South Africa and helped to bring about the end of apartheid.

Malala Yousafzai: A Pakistani activist for female education and the youngest Nobel Prize laureate. She is known for her activism for the education rights of girls, and especially in her native Swat Valley, where the Taliban had at times banned girls from attending school.

UNIT 3:
BECOME THE CHANGEMAKER
Theoretical background

Martin Luther King Jr: An American Baptist minister and activist who became the most visible spokesperson and leader in the civil rights movement from 1954 until his assassination in 1968. He is known for his work to end racial segregation and discrimination through civil disobedience and other nonviolent means.

Greta Thunberg: A Swedish environmental activist who has gained international recognition for promoting the urgent need to address climate change. She has inspired young people around the world to take action on climate change through her speeches, protests, and social media.

These are just a few examples of changemakers who have made a significant impact on the world. There are many other individuals and groups who are working to make positive changes in their communities and the world at large.

UNIT 3:
BECOME THE CHANGEMAKER

Exercise

KEY CONCEPTS: change, changemaker, loosing the fear of failure
MATERIALS NEEDED: blank/colorful papers, pencils, crayons
TIME NEEDED: 45 minutes

First part is dedicated to the discussion on losing the fair of failure. Fear is a feeling of apprehension or worry in response to a perceived threat. Fear is in our DNA and it is a natural response, it protects us from harm by preparing us to flee or fight. Fear of failure is a fear of not being able to achieve the desired outcome. It can lead to feelings of anxiety, insecurity, and self-doubt. How are your students facing the failures?
Go into pairs. Here is a list of different failures. Choose which are the ones you have also made and think about how you have overcome them.

It is not about how many times we fail, the important thing is how many times we stand up again.

Failures:
1. You were talking about your friend behind his/her back and he/she found out.
2. You have cheated on your maths test.
3. You promised something to someone and didn't do it in the end.
4. You haven't helped an elderly man/woman on the bus and given him/her a seat.
5. You been witnessing a bullying at your school, but you haven't done anything about it.
6. You studied really hard for your test, but was so nervous that you didn't perform well.
7. You got a bad mark and was afraid to tell your parents.
8. I had a performance infront of the audience and freeze.
9. Your examples.

Second part is a class activity. Who do you know, see as a changemaker in your local community. What are this persons activities, values, vision? You can invite this person to your class and have a discussion with him/her or more of them. You can also make a bigger event for your school.

UNIT 3:
BECOME THE CHANGEMAKER

Exercise

Last activity is to make a poster with 30 places. Your task as a class is to become a changemakers in your class, school, your local community. Each week you will decide what good are you going to do for the class, teachers, your school, other students, in your local community. At the end of the school year you will have 30 good deeds that you have done and got the feeling how it is if you take the role of leaders and changemakers.

Examples of good deeds: collect toys for small kids, help in an animal shelter, organise an event with changemakers, write inspiring quotes and place them around the school, get involved in the local organisations, visit to elderly home, etc.

The exercise aim is to learn how to overcome the failures and how to take action and with small steps change the area we work and live in.

UNIT 3:
BECOME THE CHANGEMAKER

Check your understanding

After each activity, students will have a small reflection session to share their opinions and ideas about learning from the activities.

QUESTIONS FOR REFLECTION:

- If the failures happened in the distant past, how do you see them from today's perspective?

- What have you learned from failures?

- How do you feel after this activity?

- Can you imagine yourself being a changemaker?

UNIT 4:
VOLUNTARY WORK

Theoretical background

Voluntary work, also known as volunteer work or community service, is unpaid work done by an individual or group to benefit their community or a specific cause. It can take many forms, including working with a charity or non-profit organization, helping at a school or community center, participating in environmental conservation projects, or providing support to those in need.

To become a volunteer, you can follow these steps:

- Identify an organization or cause that you are passionate about and want to support.

- Research the organization to learn more about their mission, values, and current volunteer opportunities.

- Reach out to the organization to inquire about volunteer opportunities and the application process.

- Fill out any required application forms and provide any necessary documentation.

- Attend any required orientations or training sessions.

- Begin volunteering and make a positive impact!

UNIT 4:
VOLUNTARY WORK

Exercise

KEY CONCEPTS: voluntary work, how to become a volunteer
MATERIALS NEEDED: blank/colorful papers, pencils, crayons, scissors, glue, old newspapers, magazines
TIME NEEDED: 45 minutes

Take 2 different posters and brainstorm. Key questions are:

- Which possibilities there are in our local community to do the voluntary work?

- Which are the target groups we can work with as volunteers in our local community?

The exercise aim is to learn the possibilities students have in their local communities to engage themselves.

In second part ask your students which challenges they see at your school or in the local community that they believe need to be addressed. Ask them ta make a collage out of old magazines and newspapers to present these challenges. They can work in pairs or small groups. Later present the collages and discuss how they would tackle/answer the challenges.

- What challenges do you see at our school or in the local community?

- What do you think could be the solutions?

- Who can do something about it?

- What can you/we do about it?

- What could be our next step?

Keep in mind that solutions should be sustainable as much as possible.

The exercise aim is to define the challenges and start thinking about solutions and engaging themselves in the solution process. As a class they can aslo maybe choose one challenge and address it.

UNIT 4: VOLUNTARY WORK

Check your understanding

After each activity, students will have a small reflection session to share their opinions and ideas about learning from the activities.

QUESTIONS FOR REFLECTION:

- How do you see voluntary work in your local community?

- Why do you think voluntary work is beneficial (or not)?

- Can you imagine yourself engaging in voluntary work?

- Would you like to try voluntary work abroad?

UNIT 5:
EU POSSIBILITIES

Theoretical background

European Union offers so many possibilities to young people. You can start by the age of 13 on up to 30+.

Here are some of the possibilities:
- **Erasmus+ programme**

E+ covers the area of formal education, youth, sport and adult education.
It gives opportunity to young people from the aged of 13 when anybody can join different youth exchanges. Youth Exchanges allow groups of young people (aged 13-30) from different countries to meet and live together for up to 21 days to carry out a series of activities focusing on a theme that is relevant for them. Youth exchanges last from 5 to 21 days. This excludes travelling time. If you are a volunteer in a youth or other non-govermental organisation you can also participate in different KA1 actions (international trainings, seminars, networking, job shadowings, etc.). Usually the age limits here are 18+.
University students can get financial and organisation support to do a part of their degree in a partner university in another country, or to do an internship abroad. But Erasmus+ is not only for university students. Schools can cooperate with other schools or organisations in other countries, and groups of younger pupils can spend time abroad with their peers in another country.

- **European Solidarity Corps**

If you want to show solidarity with your community, the European Solidarity Corps might be the right programme for you.
It allows those aged 18 to 30 (up to 35 for humanitarian activities) to participate in all kinds of solidarity activities, from biodiversity conservation to supporting vulnerable people, either by volunteering or by taking up a work placement. It can be a great way to explore a new country, learn new skills, gain work experience and make friends. Participants also receive financial and linguistic support and can take online training as well.
A group of young people can apply directly to initiate, develop and implement their own project that addresses key challenges in their community for a period of two to 12 months.

- **Discover EU**

Each year, the DiscoverEU programme provides free Interrail travel passes to 18-year-old EU citizens. In 2018–2019, 350,000 candidates applied for a total of 60,000 travel passes available.

UNIT 5:
EU POSSIBILITIES

Theoretical background

- **EU Youth Dialogue**

The EU Youth Dialogue brings together the youth and policymakers from across the EU to help make young people's voices heard in the EU policy-making process. An estimated 290,000 young people have taken part in the EU Youth Dialogue between 2011 and 2020.

- **European Youth Week**

The European Youth Week generally takes place in the spring. It is an opportunity to discuss topics close to young people's hearts, learn about opportunities for youth and celebrate their achievements.

- **Youth Guarantee**

The Youth Guarantee is a commitment by all EU countries to make sure that all young people under the age of 30 receive a good quality offer of employment, continued education, apprenticeship or a traineeship within four months of becoming unemployed or leaving education. The guarantee is funded from the EU budget.

- **Erasmus for young entrepreneurs**

Erasmus for young entrepreneurs gives young people the opportunity to learn from more experienced entrepreneurs in another country. You can develop your skills and your business while discovering a new culture.

- **Traineeships**

The day-to-day work of the European institutions is carried out by people from all over the European Union. If you dream of an international career, there is no better place to start than the EU institutions. Most of the EU institutions and agencies offer traineeship opportunities to university graduates. They work in all sorts of fields, from agriculture to cybersecurity, so there should be something for you.

- **Your first EURES job**

The Your first EURES job website can help you find help a job, traineeship or apprenticeship in another country. This is for those aged between 18 and 35 from the EU, Iceland and Norway.

Source: https://europeancommission.medium.com/9-opportunities-for-young-europeans-53a91b8d134b)

UNIT 5:
EU POSSIBILITIES

Exercise

KEY CONCEPTS: EU, EU programmes, Erasmus+, European Solidarity Corps, Discover EU

MATERIALS NEEDED: projector,

TIME NEEDED: 45 minutes

In this unit, we will end up learning more or less about the opportunities that the EU offers to young people. You can find different videos on the different actions (some of them are attached), and the activities themselves should be related to the opportunities that you have and know in your environment. You can invite an organisation from your environment that is implementing E+ and ESC projects, or others, to address this topic, or you can invite former students who have already had an international experience within or outside school.

First activity is to ask students to search the closest organisation in your area that is active in EU programes and to make contact with them. As mentioned they can invite their representatives to present their international activities or they can present their experiences of they already participated in them.

Second you can divide them in small groups and they can google and research all 9 possibilities that we listed that EU offers to young people and make poster and presentation for the class.

UNIT 5:
EU POSSIBILITIES

Check your understanding

After each activity, students will have a small reflection session to share their opinions and ideas about learning from the activities.

QUESTIONS FOR REFLECTION:

- How interesting do you find international projects?

- Which action is, for you, the most appealing?

- Does anyone has any experience with this? What was the best thing about it?

MODULE SUMMARY

"You made it until the end of the module of your engagement in your environment, local community and international environment.
We gathered activities that show:

- Creativity is is all of us, we just need to pay attencion of how we think and go out side the box as much as possible.
- Anyone can be a leader. Some people are born with more features that help them to become good leaders, some with less, but leadership is a learning process that anybody can do.
- How important it is to walk around with your eyes and heart open and notice the challenges that appear at your family, your school, your local community, in the world and try to address them. Sometimes it is easier, sometimes it is harder and you cannot do it alone. But it is important do to the first step, connect and tackle the challenge that effected you in any way, as a changemaker, a volunteer, an active citizen.

- All the crazy international possibilities EU and some other platform are offering to young people. It is so important you know your possibilities, so at the time we are ready for international experiences we know where to turn and how to get involved.

MODULE NO. 6
MAKE YOUR IDEA A REALITY

Aim	The purpose of this module is to show students how to work on a project. In this module, we share 5 activities that anyone can do, in the aim to understand their tasks to achieve the desired outcome through the proposed project. Students will also learn how to create value through unique products, services and processes.

	Topics	**Learning outcomes** **What students know/can do/ feel about the subject**
Topics & Learning outcomes	Project management steps Theory	• Students will become familiar with the project management process what is usually divided into separate phases, that take the project from start to finish. • Students will realize that running projects through these well-defined structures reduces the degree of insecurity, increases the control of how the project is carried out and allows decisions to be made after each phase.
	Project management skills Theory and practice	• Students will identify the necessary skills to be a leader, a project coordinator and also knowing the personal values (learned in M1) to find their place in the project team.
	Creating project groups Theory and self-assessment	• Based on the evaluation of behaviors, thoughts, attitudes, motivations and desires (M1), the students will identify the role in the project management team - based on their personal strengths, to provide the biggest added value.
	Project ideas practice	• Students will apply facts and ideas towards their dreams • Students will develop different 21st century skills like Critical thinking, Communication skills, Creativity, Collaboration etc.
	Project plans Theory and practice	• Students will gain knowledge, life skills, career skills, habits, and traits that are critically important to student success in today's world, particularly as students move on to college, the workforce, and adult life.

INTRODUCTION

"Project management is the process of planning, organizing, and executing a specific project with the goal of meeting its objectives and achieving success. Project management is a critical skill in various fields, including business, technology, engineering, and construction. In this guide, high school students will learn the basics of project management, including the steps involved in planning and executing a project, the tools and techniques used to manage projects, and the importance of communication, risk management, and team collaboration.

By the end of this guide, students will have a comprehensive understanding of project management and the ability to apply these principles to real-life projects. Whether they're starting a school project, launching a new product, or planning a community event, this guide will provide the foundation they need to make their project a success.

UNIT 6.1:
PROJECT MANAGEMENT STEPS

Theoretical background

OBJECTIVE: To familiarize students with the basics of project management and understand the steps involved in successful project execution.

INTRODUCTION (10 minutes):
Project management is the process of planning, organizing, and managing resources to achieve specific goals and objectives. It is an essential skill for anyone looking to pursue a career in business, engineering, or any other field that requires the coordination of complex tasks. This lesson will cover the key steps involved in successful project management, and students will learn how to apply these steps to real-world scenarios.

ACTIVITIES (30 minutes):
Lecture: The teacher will provide an overview of project management, including its definition, purpose, and importance.
Group Discussion: Students will be divided into small groups and asked to discuss their own experiences with project management.
Whiteboard Activity: The teacher will write the key project management steps on the board and explain each step in detail.
Individual Activity: Students will work on a handout that walks them through the steps involved in managing a project from start to finish.
Wrap-up Discussion: The teacher will lead a final discussion where students can share their thoughts and insights on project management.

KEY POINTS:

Project management is the process of planning, organizing, and managing resources to achieve specific goals and objectives.
The key steps involved in successful project management are: initiation, planning, execution, monitoring and controlling, and closing.The success of a project depends on proper planning and execution of each step. Project management is the process of organizing and planning resources in order to achieve specific goals and objectives within a set time frame. It involves defining the project, setting goals and objectives, identifying tasks and resources required, creating a timeline, and monitoring progress. The purpose of project management is to ensure that the project is completed efficiently and effectively, and that the project's objectives are met.

UNIT 6.1:
PROJECT MANAGEMENT STEPS

Theoretical background

Key Concepts in Project Management:
- **Define the project**
- **Set goals and objectives**
- **Identify tasks and resources**
- **Create a timeline**
- **Monitor progress**
- **Allocate resources**
- **Manage risks and conflicts**
- **Communicate with stakeholders**
- **Adapt to changes in the project**
- **Evaluate and review project performance.**

ASSESSMENT (10 minutes):
Students can be assessed based on their participation in group discussions, their ability to accurately identify the steps involved in project management, and the quality of their individual project management handout.

CONCLUSION (5 minutes):
Project management is a critical skill that is relevant to a wide range of careers and industries. By understanding the key steps involved in successful project management, students will be better equipped to tackle real-world projects and achieve their goals. This lesson is just the beginning of a deeper exploration of the subject, and students are encouraged to continue learning and refining their project management skills.

KEY CONCEPTS: project management, steps, planning, organizing, staffing, directing, controlling, monitoring, evaluation, implementation.

MATERIALS NEEDED: Whiteboard, markers, handouts with key concepts and examples.

TIME NEEDED: 45 minutes

ADDITIONAL - Extension Activity
Have students work in groups to identify a real-world project they would like to complete. Encourage them to use project management principles to plan and execute their project.
Have each group present their project plan to the class, and provide feedback on their use of project management principles

UNIT 6.1: PROJECT MANAGEMENT STEPS

Example 1: LAUNCHING A NEW PRODUCT LINE

Step 1: Define the project and set goals - The company wants to launch a new product line for eco-friendly school supplies. The goal is to create a line of products that will appeal to students and help the environment.

Step 2: Develop a project plan - The team creates a detailed plan that outlines the budget, timeline, resources needed, and milestones for the project. This includes researching the market, developing prototypes, and setting up production processes.

Step 3: Assemble the project team - The company hires a marketing specialist, product designer, and production manager to lead the project team. They also involve key stakeholders from the sales, finance, and legal departments.

Step 4: Monitor and control the project - The team regularly meets to review progress and adjust the plan as needed. They also use project management software to track budget, timeline, and performance.

Step 5: Close the project - The team celebrates the successful launch of the new product line and evaluates the project to identify areas for improvement. They also use the lessons learned to guide future projects.

- In this example, the steps of project management are applied to a real-world scenario. The example shows how a company can use project management to launch a new product line in a structured and organized way.

UNIT 6.1:
PROJECT MANAGEMENT STEPS

Example 2: CONSTRUCTION OF A NEW OFFICE BUILDING

In the project management process the following steps would be involved:

1. **Initiation:** In this stage, the project manager would identify the need for a new office building, perform a feasibility study, and gather the necessary resources and stakeholders.
2. **Planning:** The project manager would create a detailed project plan, including defining the scope, setting project goals, determining project budget and timeline, and creating a risk management plan.
3. **Execution:** This is the stage where the actual construction of the building would take place, and the project manager would manage the day-to-day activities and tasks of the project team.
4. **Monitoring and Control:** The project manager would closely monitor the project's progress and performance, comparing it to the project plan and making adjustments as needed.
5. **Closing:** Once the building is completed, the project manager would close out the project by documenting its success, lessons learned, and feedback from stakeholders.

- Throughout this entire process, the project manager would use various project management tools and techniques, such as Gantt charts, progress reports, and risk management matrices, to ensure that the project is completed on time, within budget, and to the satisfaction of stakeholders

UNIT 6.2:
PROJECT MANAGEMENT SKILLS

Theoretical background

OBJECTIVE: To understand the key skills and qualities necessary for successful project management.

INTRODUCTION (10 minutes):
Ask students to name any projects they have been involved in, either at school or outside of school. Discuss what makes a project successful. Explain that the goal of this lesson is to discuss the skills and qualities that are necessary for successful project management.

LECTURE (15 minutes):
On the whiteboard or flip-chart, write down the key skills and qualities necessary for successful project management.
Explain each skill or quality in detail, giving real-world examples where possible.
Emphasize the importance of these skills and qualities for effective project management.

Skills and Qualities:
-Leadership
-Communication
-Problem-solving
-Planning and organization
-Time management
-Decision-making
-Adaptability
-Attention to detail
-Team building
-Risk management

HANDOUT REVIEW (15 minutes):
Distribute the handout on project management skills.
Have students read through the handout and identify any additional skills or qualities they think are important for successful project management.
Discuss their answers as a class.

UNIT 6.2:
PROJECT MANAGEMENT SKILLS

Theoretical background

CONCLUSION (5 minutes):
Summarize the key skills and qualities discussed in the lesson. Emphasize the importance of these skills for effective project management. Encourage students to think about how they can develop and apply these skills in their own projects.

ASSESSMENT:
Students will be assessed on their understanding of the key skills and qualities for successful project management through class discussion and the handout review. They will also be assessed on their ability to identify how they can apply these skills in their own projects.

KEY CONCEPTS: **planning, organization, communication, leadership, delegation, problem-solving, time management, budgeting, risk management, collaboration, adaptability, critical thinking, teamwork, decision-making**

MATERIALS NEEDED Whiteboard or flip-chart, Markers, Handout on project management skills

TIME NEEDED: 45 minutes

UNIT 6.2:
PROJECT MANAGEMENT SKILLS

ADDITIONAL – Handout:
Project Management Skills Handout

I. INTRODUCTION

A. Definition of Project Management Skills
Project management skills refer to the ability to plan, organize, and execute a project effectively and efficiently. They are crucial in ensuring the success of a project and its ability to meet the goals and objectives set.

B. Importance of Project Management Skills
Having strong project management skills can make a significant impact on the outcome of a project. Good project management skills can ensure that projects are completed on time, within budget, and with high-quality results.

II. KEY PROJECT MANAGEMENT SKILLS

A. Planning and Organizing
-Defining the project scope and goals
-Developing a project plan and timeline
-Allocating resources and creating a budget
-Monitoring and controlling the project progress

B. Leadership and Communication
-Building a strong project team
-Motivating and guiding team members
-Effective communication and collaboration with stakeholders
-Delegating tasks and responsibilities

C. Problem Solving and Adaptability
-Identifying and resolving project issues
-Implementing risk management strategies
-Being flexible and adapting to change
-Making informed decisions and taking action

D. Time Management
-Prioritizing tasks and managing deadlines
-Monitoring project progress and ensuring on-time completion
-Allocating sufficient time for tasks and avoiding procrastination

UNIT 6.2:
PROJECT MANAGEMENT SKILLS

ADDITIONAL – Handout:
Project Management Skills Handout

E. Budgeting and Financial Management
-Creating and managing a project budget
-Monitoring and controlling project expenses
-Negotiating and managing contracts and vendors

III. DEVELOPING PROJECT MANAGEMENT SKILLS
A. On-the-Job Experience
-Participating in projects and learning from experienced project managers
-Observing and analyzing project processes and outcomes
-Seeking feedback and constructive criticism from team members and stakeholders
B. Training and Professional Development
-Pursuing formal training and certifications in project management
-Attending workshops, seminars, and conferences
-Staying up-to-date with industry trends and best practices

IV. CONCLUSION
Project management skills are critical for the success of any project. Whether you are just starting your career or are an experienced professional, continuously developing and refining these skills will help you achieve better results and ensure project success.

UNIT 6.3:
CREATING PROJECT GROUPS

Theory and self-assessment

OBJECTIVE:

-To understand the concepts of creating project groups and the importance of self-assessment in project management

-To be able to evaluate personal strengths and weaknesses in project management skills and identify areas for improvement

INTRODUCTION (5 minutes):

Explain the purpose of the lesson and what students will learn

Discuss the importance of project management and the role of project groups in successful project delivery

SECTION 1: **Creating Project Groups** - THEORY (15 minutes):

-Discuss the theories and best practices of creating project groups

-Explain the benefits of having a diverse and well-functioning project team

-Outline the different types of team structures and their advantages and disadvantages

-Provide real-life examples of successful project groups

SECTION 2: **Self-assessment** (20 minutes):

-Distribute the handout on creating project groups theory and self-assessment

-Review the self-assessment questionnaire and explain how to complete it

-Give students time to complete the questionnaire and reflect on their personal project management skills

-Lead a class discussion on the results of the self-assessment and identify areas for improvement

CONCLUSION (5 minutes):

Summarize the key concepts covered in the lesson. Reinforce the importance of self-assessment in improving project management skills. Encourage students to continue developing their skills through training and practical experience

ASSESSMENT:

Class participation in discussion and completion of the self-assessment questionnaire

KEY CONCEPTS: **Project management, Project groups, Team structures, Diversity, Self-assessment, Skills assessment, Improvement, Training, Practical experience**

MATERIALS NEEDED: Whiteboard or flip chart, Markers or pens, Handout on creating project groups theory and self-assessment

UNIT 6.3:
CREATING PROJECT GROUPS

Handout on creating project groups theory

INTRODUCTION:
Project groups are an essential part of project management as they help to allocate resources and tasks effectively.
Creating project groups requires a combination of theory and self-assessment to ensure that the right people are put together in the right roles.

KEY CONCEPTS:

-**Define the project goals and objectives:** The first step in creating project groups is to clearly define the project goals and objectives. This will help to determine the skills and expertise required for each role.
-**Assess individual strengths and weaknesses**: It is essential to assess each team member's strengths and weaknesses to determine the best role for them in the project group. This will help to ensure that everyone is working to their full potential.
-**Formulate a team structure:** Based on the goals and objectives of the project, and the individual strengths and weaknesses of each team member, a team structure should be formulated. This includes defining the roles and responsibilities of each member.
-**Encourage teamwork and collaboration:** Creating a positive and productive work environment is critical to the success of any project group. Encourage team members to work together and share ideas, to create a collaborative atmosphere.
-**Conduct regular self-assessments:** Regular self-assessments are a crucial part of project group development. They help to identify areas for improvement and allow team members to reflect on their own performance.

CONCLUSION:
Creating project groups requires a combination of theory and self-assessment to ensure that the right people are put together in the right roles. By defining project goals and objectives, assessing individual strengths and weaknesses, formulating a team structure, encouraging teamwork and collaboration, and conducting regular self-assessments, project groups can be successful and efficient

UNIT 6.3:
CREATING PROJECT GROUPS

Self-assessment questionnaire

1. How confident are you in your ability to assemble a diverse and effective project team?
A. Not confident at all
B. Somewhat confident
C. Confident
D. Very confident

2. How familiar are you with the various roles and responsibilities in a project team?
A. Not familiar
B. Familiar with a few roles
C. Somewhat familiar with most roles
D. Very familiar with all roles

3. How do you approach the task of identifying potential team members for a project?
A. I don't have a set approach
B. I rely on personal relationships and past experiences
C. I consider the skills and experience required for the project
D. I consider a combination of skills, experience, and personality fit

4. How do you handle conflicts that arise within a project team?
A. Avoid confrontation and hope the issue resolves itself
B. Address the issue privately with the individuals involved
C. Call a team meeting to discuss and resolve the issue
D. Escalate the issue to a higher authority

5. How do you ensure that each team member is aware of their individual tasks and responsibilities within the project?
A. I don't have a set approach
B. I assign tasks during team meetings
C. I create a project plan with assigned tasks and responsibilities
D. I communicate regularly with each team member to review progress and responsibilities

6. How do you foster a positive and productive team dynamic?
A. I don't have a set approach
B. I encourage open communication and collaboration
C. I recognize and reward team successes
D. I create opportunities for team building and socializing outside of work.

UNIT 6.4:
PROJECT IDEAS

Practice

OBJECTIVE:
-To understand the importance of generating and evaluating project ideas
-To develop skills in identifying and evaluating potential project ideas

INTRODUCTION (5 minutes):
Explain to students the importance of having a clear project idea when starting a project.
Discuss how a well-defined project idea can help to ensure the success of a project.

ACTIVITY 1: **Brainstorming Project Ideas** (15 minutes):
Divide the class into small groups.Provide each group with a whiteboard and markers.
Ask each group to generate as many project ideas as possible in a set time limit (e.g., 10 minutes).Encourage creativity and allow students to build on each other's ideas.
After the time limit, have each group present their ideas to the class.

ACTIVITY 2: **Evaluating Project Ideas** (20 minutes):
Distribute the "Project Idea Evaluation Criteria" handout to each student.
Review the criteria with the class and discuss why each criterion is important when evaluating project ideas.Have each student choose one of the project ideas generated in Activity 1 and evaluate it using the criteria on the handout.Encourage students to discuss their evaluations with a partner or in small groups.

CONCLUSION (5 minutes):
Summarize the key takeaways from the lesson.
Emphasize the importance of generating and evaluating project ideas to ensure the success of a project.

ASSESSMENT:
Observe and evaluate the quality of the project ideas generated during the brainstorming activity.Evaluate the students' evaluations of the project ideas using the "Project Idea Evaluation Criteria" handout.
KEY CONCEPTS: **Generate, Develop, Concept, Brainstorming, Problem solving, Innovation, Creativity, Evaluation, Success**
MATERIALS NEEDED Whiteboard, Handout: "Project Idea Evaluation Criteria"
TIME NEEDED: 45 minutes

UNIT 6.4:
PROJECT IDEAS

Project Idea Evaluation Criteria Handout

INTRODUCTION:
Evaluating potential project ideas is a critical step in the project management process. The objective of this handout is to provide a comprehensive evaluation criteria that can be used to assess the feasibility, impact, and potential success of a project idea.

EVALUATION CRITERIA:

1.Feasibility:
-Does the project idea align with the organization's goals and objectives?
-Is the project idea technically feasible and within the organization's capabilities?
-Are the required resources (e.g., time, money, personnel) available for the project?
-What are the risks associated with the project and are they manageable?

2.Impact:
-What is the potential impact of the project on the organization, its stakeholders, and the wider community?
-Does the project have the potential to bring significant benefits and create value for the organization?
-Is the project in line with the organization's mission and values?

3.Potential Success:
-Is there a strong business case for the project?
-What are the potential benefits and drawbacks of the project?
-What are the projected financial returns and are they in line with the organization's expectations?
-What is the potential for scalability and future growth of the project?

CONCLUSION:
By using these evaluation criteria, organizations can make informed decisions on which project ideas to pursue. This will help ensure that projects are chosen based on their feasibility, impact, and potential for success, resulting in a higher chance of success for the organization.

UNIT 6.5:
PROJECT PLANS

Theory and practice

OBJECTIVE:
Students will learn about project plans, including their definition, purpose, and importance in ensuring a successful project outcome. Students will also understand the key components of a project plan and learn how to evaluate the feasibility of a project plan.

INTRODUCTION (5 minutes):
Start the lesson by asking the students what they think a project plan is. Write their responses on the board. Then, explain the definition of a project plan and its purpose, which is to provide a clear roadmap for the project and ensure that all aspects of the project are considered and managed properly.

STEP 1: **Key Components of a Project Plan** (10 minutes)
Explain the key components of a project plan, including the project scope, project schedule, project budget, project risks, and project stakeholders. Give an example of each component to help illustrate its importance.

STEP 2: **Evaluating the Feasibility of a Project Plan** (15 minutes)
Introduce the handout on "Project Plan Evaluation Criteria" and explain how to use it to evaluate the feasibility of a project plan. Emphasize the importance of considering all aspects of the project plan, including the scope, schedule, budget, risks, and stakeholders, when evaluating the feasibility of the project.

STEP 3: **Group Activity** (10 minutes)
Divide the students into small groups and give each group a project idea. Have them use the "Project Plan Evaluation Criteria" handout to evaluate the feasibility of the project idea and come up with a project plan. Each group will present their project idea and project plan to the class.

UNIT 6.5:
PROJECT PLANS

Theory and practice

CONCLUSION (5 minutes)
Summarize the key points of the lesson and emphasize the importance of having a well-developed project plan for ensuring a successful project outcome. Encourage the students to use the "Project Plan Evaluation Criteria" handout when evaluating future project ideas.

ASSESSMENT:
Observe the students during the group activity and evaluate their understanding of the key components of a project plan and the process of evaluating the feasibility of a project plan. Additionally, evaluate their presentation skills and the quality of their project plan

KEY CONCEPTS: **objectives, goals, strategy, execution, monitoring, assessment, revision, budget, resources, timeline, risk management, communication.**

MATERIALS NEEDED Whiteboard or chalkboard,Markers or chalk,Handout on "Project Plan Evaluation Criteria"

TIME NEEDED: 45 minutes

UNIT 6.5:
PROJECT PLANS

Project Plan Evaluation Criteria - Handout

INTRODUCTION:
Project planning is an essential part of project management. It involves setting clear goals, identifying the resources and timeline needed to achieve these goals, and creating a detailed plan to guide the project to completion. A well-crafted project plan helps to ensure the success of a project by minimizing risks and maximizing opportunities.

EVALUATION CRITERIA:
When evaluating a project plan, there are several key factors to consider. The following criteria can be used to assess the strength and effectiveness of a project plan:

1.**Objectives:** Are the project goals clearly defined and aligned with the overall mission and objectives of the organization?
2.**Scope:** Does the project plan outline all the tasks and activities required to achieve the project goals, as well as the resources needed to complete them?
3.**Timeline:** Is the project timeline realistic and achievable, and does it account for any potential risks or delays?
4.**Resources:** Does the project plan identify all the resources required, including personnel, equipment, and budget, and are they sufficient to complete the project successfully?
5.**Risk Management:** Does the project plan include a risk management plan to identify and mitigate potential risks, and ensure the project stays on track?
6.**Stakeholder Management:** Does the project plan include a plan for engaging and managing stakeholders, including project team members, stakeholders, and project sponsors?
7.**Communication Plan:** Does the project plan include a clear and effective communication plan to ensure all stakeholders are informed and updated on project progress and status?
8.**Evaluation and Monitoring:** Does the project plan include a process for evaluating and monitoring progress, and making adjustments as needed to ensure the project stays on track?

UNIT 6.5:
PROJECT PLANS

Project Plan Evaluation Criteria - Handout

CONCLUSION:

Evaluating a project plan using these criteria can help to ensure that the project is well-designed, well-managed, and likely to achieve its objectives. By considering these factors, project managers can increase the likelihood of project success, and ensure that the project meets the needs and expectations of all stakeholders.

EXAMPLE - **Implementation of a solar panel installation company**

The project plan could include the following steps:

1. **Market Research:** Conduct research to determine the potential demand for solar panel installations in the target market and the competition.
2. **Feasibility Study:** Evaluate the technical and financial feasibility of the project, including the cost of equipment, labor, and materials.
3. **Business Plan:** Develop a business plan that outlines the objectives, strategies, and budgets for the project. The plan should include a marketing plan, a sales plan, and a financial plan.
4. **Procurement of Equipment and Materials:** Secure the necessary equipment and materials to complete the installations, such as solar panels, inverters, mounting systems, and wiring.
5. **Recruitment and Training of Personnel:** Hire and train personnel, including installers, electricians, and sales representatives, to ensure that the project is carried out smoothly and efficiently.
6. **Marketing and Sales:** Develop and implement a marketing and sales strategy to reach potential customers and generate demand for the installations.
7. **Installation of Solar Panels:** Begin installing solar panels on the roofs of buildings in the target market, making sure to follow all safety regulations and environmental protection measures.
8. **Monitoring and Maintenance:** Monitor the performance of the installations to ensure that they are functioning properly and efficiently, and provide maintenance services as needed.
9. **Financial Management:** Manage the financial aspects of the project, including budgeting, accounting, and reporting, to ensure that the project is profitable and sustainable.

By following these steps, the solar panel installation company can both provide a valuable service to customers and contribute to environmental protection through the use of renewable energy.

MODULE SUMMARY

This module aims to equip students with the essential skills and knowledge needed to successfully manage and execute a project. It focuses on five key activities that guide students in understanding their tasks and achieving the desired outcomes for their proposed projects. Additionally, the module emphasizes the creation of value through the development of unique products, services, and processes

Upon completion of this module, students will:

- Possess a comprehensive understanding of the project management process, enabling them to navigate projects effectively from initiation to completion.
- Recognize and cultivate the necessary skills to lead and coordinate projects, aligning personal values for optimal contribution within the project team.
- Evaluate their own strengths and contributions to project management teams, enhancing their ability to provide significant value.

- Apply knowledge, creativity, and critical thinking to transform project ideas into tangible outcomes.
- Develop a range of crucial 21st-century skills, including critical thinking, communication, creativity, and collaboration, which are essential for success in today's world.

This module provides students with a practical framework for turning their ideas into reality, emphasizing not only the technical aspects of project management but also the personal and interpersonal skills required for effective collaboration and leadership in project teams.

MODULE NO. 7
DIGITAL SKILLS

Aim	The aim of this module is to improve students' digital skills. Our students are digital natives and sometimes we could think they have advanced digital skills and knowledge, but this is not necessarily true. For sure they have a higher level of comfort and familiarity with technology compared to older generations. Still, they use social networks above all and often they lack awareness about the potentiality and risks of the digital world and they lack knowledge about several competence areas.	
Topics & Learning outcomes	**Topics**	**Learning outcomes** **What students know/can do/ feel about the subject**
	Information and data literacy	Students know how to search data and information on the web effectively and can evaluate search results about reliability and adequacy.
	Communication and collaboration	• Students can effectively collaborate to produce a digital document. • They can check the work made by others, give suggestions, receive suggestions, and implement them to improve their work.
	Digital content creation	• Students know what computational thinking is and can apply it to everyday life situations. • Students know the fundamental structures of coding and can write simple algorithms.
	Safety	• Students are aware that everything they do online contributes to creating their digital identity and that digital identity is a substantial part of their entire identity. • Students are aware that the content they publish stays online for a long time, and they don't have control over it. • Students know what content they can publish and what is not convenient.
	Problem-solving	• Students can assess their digital skills, they can set their own goals to improve digital competencies and they can find online resources to reach their goals.

INTRODUCTION

In December 2006 the Official Journal of the European Union published the "Recommendation of the European Parliament and the Council on key competencies for lifelong learning". The recommendation identifies eight key competencies for citizens for personal fulfillment, a healthy and sustainable lifestyle, employability, active citizenship, and social inclusion. One of the key competencies is digital competence. https://enil.ceris.cnr.it/Basili/EnIL/gateway/europe/EUkeycompetences.htm

In May 2018 EU updated the previous recommendations emphasizing the importance of digital competence and the application of knowledge to real-life situations, including the development of critical thinking, problem-solving, creativity, and innovation. https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en

The document says "Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society.

It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competencies related to cybersecurity), intellectual property-related questions, problem-solving and critical thinking."

The European Commission elaborated on The Digital Competence Framework for Citizens (DigComp) to provide a common understanding of digital competence. The first release of DigComp was published in 2013 while the most recent is DigComp 2.2, published in 2022 https://publications.jrc.ec.europa.eu/repository/handle/JRC128415

DigComp 2.2

The Digital Competence Framework for Citizens

With new examples of knowledge, skills and attitudes

Riina Vuorikari

The document says that "The competencies are a combination of knowledge, skills, and attitudes, in other words, they are composed of concepts and facts (i.e. knowledge), descriptions of skills (e.g. the ability to carry out processes) and attitudes (e.g. a disposition, a mindset to act)" and it identifies 5 competence areas, 21 competences, and eight proficiency levels.

The competence areas are:

- **Information and data literacy**
- **Communication and collaboration**
- **Digital content creation**
- **Safety**
- **Problem-solving**

In the Digital Compass for Europe's digital decade, the EU has set ambitious policy targets of reaching a minimum of 80% of the population with essential digital skills and having 20 million ICT specialists by 2030. https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/europes-digital-decade-digital-targets-2030_en

The Digital Economy and Society Index (DESI) monitors Europe's overall digital performance and tracks the progress of EU countries in their digital competitiveness.

The last version of the index states that in 2021 only 54% of Europeans possessed at least basic digital skills, with significant differences among states (from almost 80% in Finland to less than 30% in Romania). The IT specialists are only 8.9 million in 2021 and enterprises that recruited or tried to recruit ICT specialists reported difficulties filling such vacancies. https://digital-strategy.ec.europa.eu/en/library/digital-economy-and-society-index-desi-2022

For this module we designed one activity for each of the five DigComp competence areas.

UNIT 1:
INFORMATION AND DATA LITERACY - EUROPE WEB TREASURE HUNT

Theoretical background

In DigComp 2.2, the information and data literacy competence area is articulated in 3 different competencies:

1.1 BROWSING, SEARCHING AND FILTERING DATA, INFORMATION AND DIGITAL CONTENT
To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.

1.2 EVALUATING DATA, INFORMATION, AND DIGITAL CONTENT
To analyze, compare and critically evaluate the credibility and reliability of sources of data, information, and digital content. To analyze, interpret and critically evaluate the data, information, and digital content.

1.3 MANAGING DATA, INFORMATION, AND DIGITAL CONTENT
To organize, store and retrieve data, information, and content in digital environments. To organize and process them in a structured environment.

UNIT 1:
INFORMATION AND DATA LITERACY - EUROPE WEB TREASURE HUNT

Exercise

KEY CONCEPTS: text comprehension, keywords identification, web navigation, web search, evaluating search results, using google maps, using youtube.
MATERIALS NEEDED: a digital device, connection to the web
TIME NEEDED: 45 minutes

The class is divided into groups of 3-4 students.
The teacher provides a document with 5 questions, the students have to find the answers using web tools.
These are examples of questions, the teacher can design other similar questions to repeat the exercise more and more times.

1.In the islands shown in this picture, what is the ratio between the number of people and the number of sheep living there?
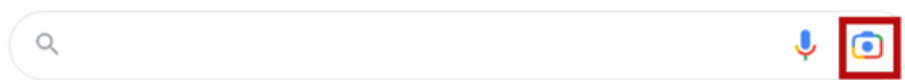

Correct answer: 0,71

How to:
save the picture and use Google Image Search to search for it

UNIT 1:
INFORMATION AND DATA LITERACY - EUROPE WEB TREASURE HUNT

Google

Cerca con Google   Mi sento fortunato

- so you find we are talking about the Faroe Islands
- go to the Faroe Islands official site and in "The sheep islands section" you find that people are around 50.000 and sheep 70.000
https://www.faroeislands.fo/nature-environment/fauna-flora-vegetation/the-sheep-islands/
- now you can calculate the ratio 50.000/70.000 = 0,71

- **FUN FACT:** in 2017 the national tourism agency equipped sheep with cameras to get 360° views of the remote areas of the islands, as a petition to ask Google to include Faroe Island in Street View. The project was called Sheep View.

UNIT 1:
INFORMATION AND DATA LITERACY - EUROPE WEB TREASURE HUNT

2. What is the unique characteristic of the two cities at those coordinates?
35.89114118316526, -5.321701656006311
35.294057544044314, -2.9376601661370128

Correct answer: they are the only European towns outside Europe and the only terrestrial border between Europe and Africa. The towns of Ceuta and Melilla belong to Spain but are situated on the north coast of Morocco, in Africa.

How to: use Google Maps to search the coordinates, then use Google Search to find information about the two cities

NOT FUN FACT: They are sadly known for the high walls built to stop migrants from Africa and for violent clashes with frontier police.

3.Which is the shortest distance on the street between the place where the inventor of the modern soft contact lens was born and the place where he died?

Correct answer: 17,9 km

How to:
- use Google to search who was the inventor of the modern soft contact lens; you'll find it was the Czech chemist Otto Wichterle
- From Wikipedia, you get the names of the villages where he was born and where he died: Prostějov and Stražisko
- using Google Maps you can calculate the itineraries between the two places and see that the shortest is 17,9 km

UNIT 1:
INFORMATION AND DATA LITERACY - EUROPE WEB TREASURE HUNT

4. This is a video made by a vlogger during a trip to North Macedonia.
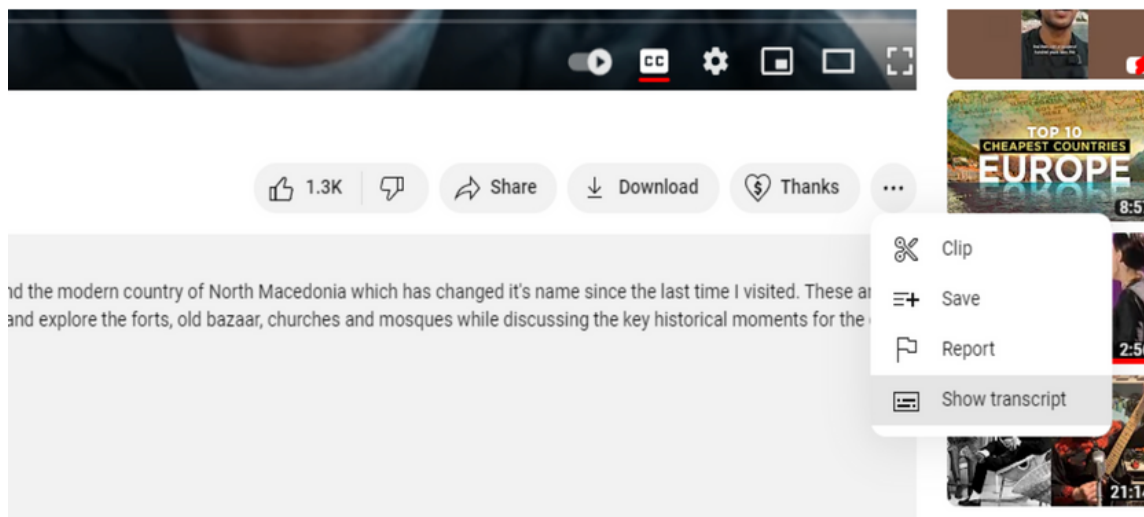**https://youtu.be/Zw_v1po-t5s**
At which time did he arrive in the capital, Skopje?

Correct answer: 5 pm

How to:
- click the link to watch the video on Youtube
- show the transcript of the audio to quickly find the requested information.

- use ctrl-F to search the word Skopje
- you'll find the sentence "It's 5 p.m and I just arrived in Skopje and it's way too dark right now to film" at min 3:44

UNIT 1:
INFORMATION AND DATA LITERACY - EUROPE WEB TREASURE HUNT

5. Which of the following sentences is correct?

- Bloomsday is a Dublin festival celebrating the writer James Joyce. Davy Byrne's pub at 21 Duke Street in Dublin is the place where the main character of the "Ulysses", Leopold Bloom, stopped for a cheddar sandwich and a glass of burgundy
- Armagh is the town in Northern Ireland considered the Home of St. Patrick Festival and the festival program for 2023 includes live music from the likes of Celtic Soul and The Fureys and comedy gigs by Jason Byrne and Northern Ireland's own Patrick Kielty
- Galway International Arts Festival returns every two years in July. The first edition was in 1978 and now counts over 200 shows around 25+ locations.

Correct answer: 2

- the sandwich was a gorgonzola sandwich
- the festival returns every year

How to: you can find all the info on the official tourism web site:
- https://www.ireland.com/en-gb/ or using Google

The groups have 20 minutes to answer the 5 questions.
After that, the teacher checks the answers and asks the groups who gave the correct answers to explain to others how they proceeded. If there are questions for which no one found the correct answer the teacher provides the info.

UNIT 1:
INFORMATION AND DATA LITERACY - <u>EUROPE</u> WEB TREASURE HUNT

Additional information

- it's possible to use the activity to check the class level regarding the information and data literacy competence.
- After having found the competency gaps to be filled, the teacher can explain how to use the tools and how to evaluate search results correctly.
- the teacher can use the activity, of course with different questions again to evaluate the results.

Check your understanding

Each student has to go through the 5 questions again as homework and apply what was learned in the classroom to find the correct answer.

QUESTIONS FOR REFLECTION:

- How important is it to carefully read and understand the text of the questions?

- How important is it to choose the best keywords when I do an online search?

- How can I judge the results of my online search? Which is the most important information I have in the SERP (search engine results page)?

UNIT 2: COMMUNICATION AND COLLABORATION - DEAR PRINCIPAL...

Theoretical background

In DigComp 2.2 the Communication and collaboration competence area is made by 6 competences:

2.1 INTERACTING THROUGH DIGITAL TECHNOLOGIES
To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.

2.2 SHARING THROUGH DIGITAL TECHNOLOGIES'
digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.

2.3 ENGAGING CITIZENSHIP THROUGH DIGITAL TECHNOLOGIES
To participate in society through public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.

2.4 COLLABORATING THROUGH DIGITAL TECHNOLOGIES
To use digital tools and technologies for collaborative processes and the co-construction and co-creation of data, resources, and knowledge.

2.5 NETIQUETTE
To be aware of behavioral norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.

2.6 MANAGING DIGITAL IDENTITY
To create and manage one or multiple digital identities, to be able to protect one's reputation and to deal with the data that one produces through several digital tools, environments, and services.

UNIT 2:
COMMUNICATION AND COLLABORATION - DEAR PRINCIPAL...

Exercise

KEY CONCEPTS: collaboration, use of collaborative online tools, netiquette
MATERIALS NEEDED: a digital device, internet connection
TIME NEEDED: 45 minutes

The goal of the activity is to write an email to the school principal to suggest some improvements for the school life kindly.
The students will collaborate in writing a document to be attached to the mail with the list of proposals.

Phase 1 . The activity starts with a brainstorming phase: all the students propose meaningful and reasonable improvements the principal can decide to apply to their school life. The ideas can be collected by writing them down on the whiteboard, using post-it (each student writes an idea on a post-it to attach it to a wall), or using digital tools like, for example, https://www.mentimeter.com/ or Google Jamboard. 10 min

Phase 2. The students will form groups of 3-4 people and each group will choose one of the ideas. A document is created on a collaborative online platform like Google Workspace or Microsoft Office 365 or similar and each group writes down their idea in the shared document. 15 min

Phase 3. Each group checks what other groups have written, evaluating:
- the content,
- the form,
- the tone of voice,
- the netiquette compliance.

They add comments to the shared document, suggesting integrations or modifications to the original text. 10 min

Phase 4. Each group reads the comments they got from the other groups and changes the original text. 10 min

Phase 5. At the end of the activity, the teacher sends the document to the Principal.

UNIT 2:
COMMUNICATION AND COLLABORATION
- DEAR PRINCIPAL...

Additional information

During the activity, the teacher observes the students and intervenes only if they get stuck with any problem, giving suggestions.
Suppose the students never used a collaborative tool before. In that case, the activity should be preceded by a brief description of the main functionalities: how to share a document, how to add comments, how to manage revisions.

Check your understanding

The teacher can assign collaborative homework and the students can use the same tool and techniques used for this activity.

QUESTIONS FOR REFLECTION:

- If I wrote the letter by myself how much time would I spend on it?

- If I wrote the letter by myself how many ideas would or wouldn't be in it?

- Without an online collaborative tool how would it be possible for a whole class to write a document together?

- How important is it to use the right tone of voice when we write a letter to ask for improvements?

- How important is it to know and apply the netiquette rules in online communication?

UNIT 3:
DIGITAL CONTENT CREATION - LET'S CODE!

Theoretical background

In DigComp 2.2 the Digital content creation competence area counts 4 competencies.

3.1 DEVELOPING DIGITAL CONTENT
To create and edit digital content in different formats to express oneself through digital means.

3.2 INTEGRATING AND RE-ELABORATING DIGITAL CONTENT
To modify, refine and integrate new information and content into an existing body of knowledge and resources to create new, original and relevant content and knowledge.

3.3 COPYRIGHT AND LICENCES
To understand how copyright and licenses apply to digital information and content.

3.4 PROGRAMMING
To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or to perform a specific task.

We designed an activity for **people who had never developed code before.**

Before introducing the code we'll focus on computational thinking.
"Computational thinking skills are the set of mental skills that convert "complex, messy, partially defined, real-world problems into a form that a mindless computer can tackle without further assistance from a human."
(http://computingatschool.org.uk/computationalthinking)
It's based on the following techniques:
- **decomposition** = breaking down a complex problem into small, manageable parts
- **generalization** = identifying and making use of patterns, looking for similarities among and within problems
- **abstraction** = focusing on the important information and ignoring irrelevant details
- **algorithms** = write a step-by-step list of instructions
- **evaluation** = always check and think how to improve your solution

UNIT 3: DIGITAL CONTENT CREATION - LET'S CODE!

Exercise

KEY CONCEPTS: computational thinking, coding, the basic structure of coding
MATERIALS NEEDED: digital devices and internet connection
TIME NEEDED: 45 minutes

The first exercise is unplugged.
The class is divided into groups of 3-4. They have 10 minutes to do the task.
We need to teach an alien living on another planet how to cook pasta. We can't show it, but just write instructions. The alien has a pot, a box of pasta, water and salt, kitchen fires, and a fork.
Applying the computational thinking techniques, the group should write something like:

- take the pot
- put in some water
- repeat until the water is arriving at ⅔ of the pot
- put the pot on the fire
- take the pasta box
- open the pasta box
- wait until the water in the pot is boiling
- open the salt box
- take a pinch of salt
- put the pinch of salt into the boiling water
- take the pasta out of the box
- put the pasta into the boiling water
- take the fork
- stir the pasta with the fork
- wait for 10 minutes
- taste a piece of pasta
- if the pasta is not properly cooked, wait other 3 minutes
- etc.

After the 10 minutes, the groups share their results and every group reflects on how it is possible to improve their instructions.
The second exercise is online, using code.org
https://studio.code.org/hoc/1
The teacher projects the previous link on a screen and calls students one by one to do the 20 steps of the game. The other students can suggest.
Doing all the steps, students will learn the basic structures of coding: repeat while, until, if / then, if/then/else, with a lot of fun.

UNIT 3:
DIGITAL CONTENT CREATION - LET'S CODE!

Additional information

Important aspects of the tool:
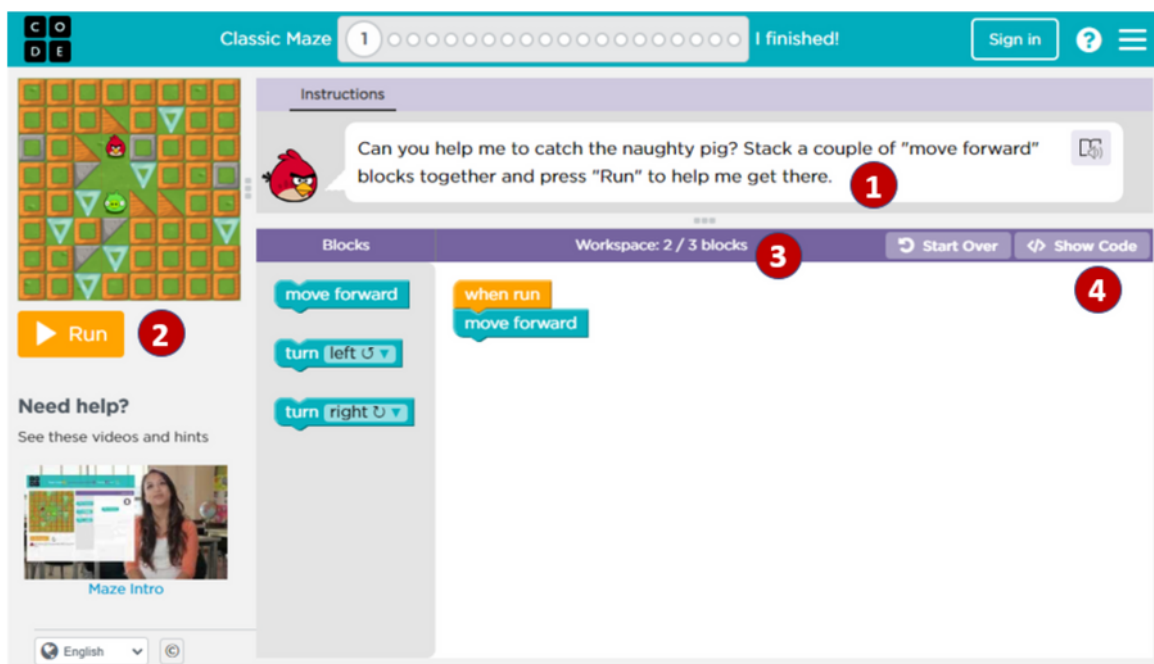
1. Here are requests and suggestions but the solution is never provided; it has to be found by the students.
2. If we make a mistake in the code, the characters perform precisely what we said, resulting in a fun animation. Error is not a problem, error is a necessary component of our process and from errors, we understand which is the right solution.
3. In coding there are always several different solutions to a problem, but it's better to use fewer instructions so that the code is more simple and quick. Here the tool says which is the best number of instructions we should use.
4. We create code using the easy colored block, but then we can go here and see the corresponding code in a true coding language, javascript.

UNIT 3: DIGITAL CONTENT CREATION - LET'S CODE!

Check your understanding

On code.org there are lots of courses and activities. Each student can choose what he/she likes and do exercises

QUESTIONS FOR REFLECTION:

- How is the way humans think different from the way computers work?

- Why is it important to understand how computers work?

- How important is paying attention to details for coding?

- How different is the error role in traditional school and in coding?

- How important is it to find creative solutions to problems?
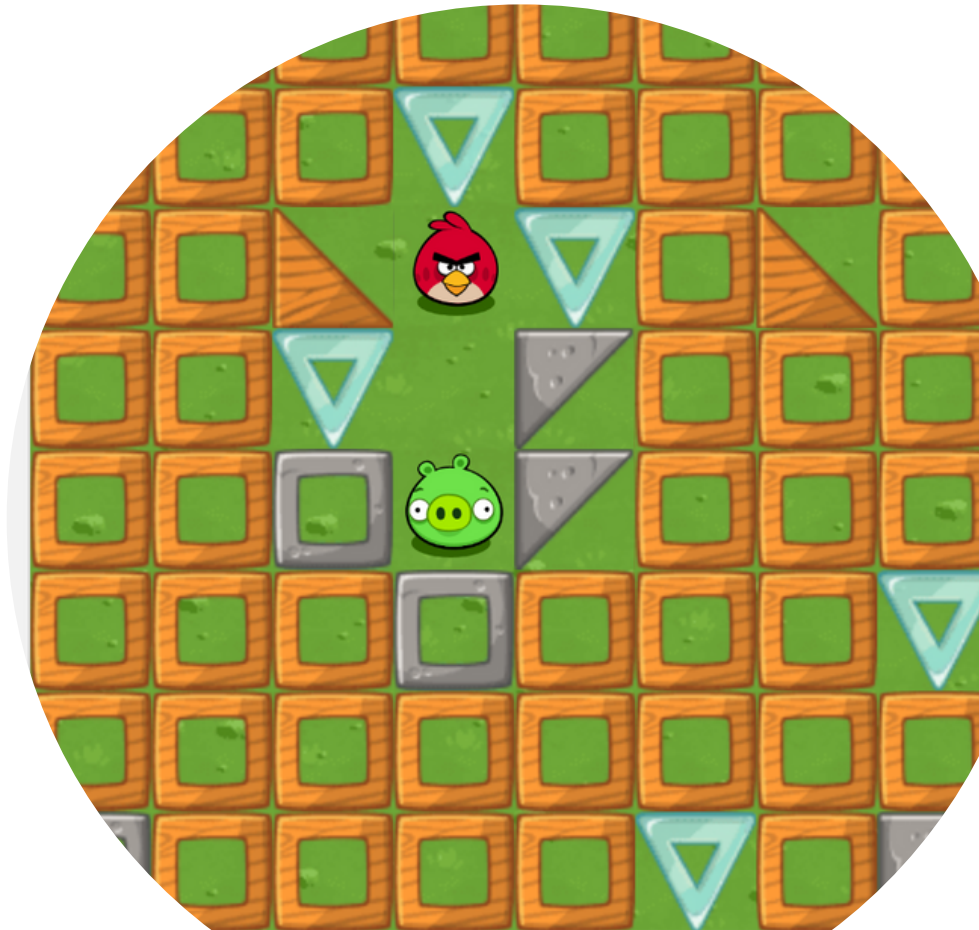
UNIT 4:
SAFETY - ONE, NONE, ONE HUNDRED THOUSAND

Theoretical background

In DigComp 2.2 the Safety competence areas has four specific competencies:

4.1 PROTECTING DEVICES
To protect devices and digital content and to understand risks and threats in digital environments. To know about safety and security measures and to have due regard to reliability and privacy.

4.2 PROTECTING PERSONAL DATA AND PRIVACY
To protect personal data and privacy in digital environments.
Understand how to use and share personally identifiable information while protecting oneself and others from damage.
To understand digital services use a "Privacy policy" to inform how personal data is used.

4.3 PROTECTING HEALTH AND WELL-BEING
To be able to avoid health risks and threats to physical and psychological well-being while using digital technologies. Protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for social well-being and social inclusion.

4.4 PROTECTING THE ENVIRONMENT
To be aware of the environmental impact of digital technologies and their use.

UNIT 4:
SAFETY - ONE, NONE, ONE HUNDRED THOUSAND

Exercise

KEY CONCEPTS: digital identity, digital footsteps, appropriate and inappropriate digital content to share.
MATERIALS NEEDED: digital devices and internet connection
TIME NEEDED: 45 minutes

Teacher asks the class to define personal identity and reflect on how many identities we can have. Then the teacher talks about digital identity, pointing out that nowadays it's an integral component of our identity. Some people have been online since their birth. The teacher asks students to do research with Google about some examples of famous people who publish content about their children.

- Is it right to do that?
- Is it respectful of children's privacy?

Let's talk about ourselves: every time we are online we leave digital footprints that stay online for ages and contribute to defining our identity.
Each student searches for him/herself using Google and social networks and searches for names, pictures, and telephone numbers.

- Did we expect to find that information?
- Are these digital footprints giving a correct representation of ourselves?
- Did we find any content not so appropriate out of its context?

The teachers ensure the students know that when we publish a piece of content, we lose control of it because everyone who sees it can share it, make a local copy, etc. It's impossible to delete something from the web completely, so we need to think if it's the case to publish it before publishing.

UNIT 4:
SAFETY - ONE, NONE, ONE HUNDRED THOUSAND

Additional information

A following step in the activity could be to check the social media policies about personal data. At first, the teacher asks the students to guess what they can or can't do with their data in a specific social network, then asks them to read the social network policy and highlight the differences.

Check your understanding

Reflect on the activity you have done

QUESTIONS FOR REFLECTION:

- When you apply for a job, the interviewer will do a web search about you. Are you happy with what he/she will find online?

- When you publish a picture or a video about yourself, ask yourself "Would it be ok if my mother / my teacher / my boss watches it?" If the answer is no, don't publish.

UNIT 5:
PROBLEM-SOLVING - ASSESS TO IMPROVE

Theoretical background

In DigComp 2.2 the Problem-solving competence areas have four specific competencies:

5.1 SOLVING TECHNICAL PROBLEMS
To identify technical problems when operating devices and using digital environments and to solve them (from trouble-shooting to solving more complex problems).

5.2 IDENTIFYING NEEDS AND TECHNOLOGICAL RESPONSES
To assess needs and to identify, evaluate, select and use digital tools and possible technological responses and to solve them. To adjust and customize digital environments to personal needs (e.g. accessibility).

5.3 CREATIVELY USING DIGITAL TECHNOLOGY
To use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.

5.4 IDENTIFYING DIGITAL COMPETENCE GAPS
To understand where one's digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution.

UNIT 5:
PROBLEM-SOLVING - ASSESS TO IMPROVE

Exercise

KEY CONCEPTS: self-assessment, digital skills, setting goals, finding and choosing resources
MATERIALS NEEDED: digital devices and internet connection
TIME NEEDED: 45 minutes

Teacher asks students to connect at this link
https://europa.eu/europass/digitalskills
and make the test to self assess their digital skills. At the end of the test, each student gets a report with a general level and the competence level in each of the five DigComp areas.

- After that, each student sets his/her goals for improving digital skills.
- Then he/she searches for online resources.
- The students share with the class the online resources they found and together they choose the best ones.
- The teacher guides the discussion and suggests good resources if the students don't find them.

Test your digital

Take this test to learn more about y~

Test you~

UNIT 5: PROBLEM-SOLVING - ASSESS TO IMPROVE

Additional information

At this link https://digital-skills-jobs.europa.eu/en/opportunities/training we can find online resources for digital skills training.

Check your understanding

Use the online resources you found and, after a while, assess again your digital skills to check if you reached your goals.

of jobs currently require digital skills

MODULE SUMMARY

In our culture the digital world is more and more connected and intersected with the real world. Having at least basic digital skills is like knowing a new alphabet to understand this world and live successfully in it.

We gathered activities about the 5 digital competence areas defined in DigComp 2.2:

- Knowing how to effectively search data and information online.
- Knowing how to effectively collaborate using online tools.
- Knowing how to think computationally and how to write a simple piece of code.
- Knowing how to manage our digital identity.
- Knowing how to assess and how improve our digital skills.

MODULE NO. 8
FINANCES

Aim	The purpose of this module is to show students how to choose the right funding sources for their project. In this module, we share 5 activities that anyone can do in order to understand all the details of the financing methods and use the optimal option for the proposed project. Students will also develop 21st century skills.	
Topics & Learning outcomes	**Topics**	**Learning outcomes** **What students know/can do/ feel about the subject**
	Financing methods Theory	• Students will become familiar with different Financing methods and how they should choose the right one for their project.
	Bank credit Theory and practice	• Students will become familiar with Bank credit financing method and can analyse if is the right one for their project.
	Funding obtained through SME promotion programs Theory and practice	• Students will become familiar with Funding obtained through SME promotion programs financing method and can analyse if is the right one for their project.
	Venture capital funds Theory and practice	• Students will become familiar with Venture capital funds financing method and can analyse if is the right one for their project.
	The best financial method for my project	• Students will develope different 21st century skills like, knowledge, life skills, career skills, habits, and traits that are critically important to student success in today's world, particularly as students move on to college, the workforce and adult life.

INTRODUCTION

Financial literacy is an essential 21st century skill that empowers individuals to make informed decisions about their money and finances. By understanding the basics of finance and the different funding methods available, students can make more informed decisions about how to finance their projects and businesses and manage their financial resources effectively.

Studies have shown that financial education has a positive impact on personal financial well-being and can help reduce debt, increase savings, and improve financial stability.
It is therefore important that schools and universities include financial education as part of their curriculum to equip students with the skills and knowledge they need to succeed in the 21st century.

The aim of this module is to give students a comprehensive understanding of the different funding methods available for their projects.
The module focuses on five key competence:
- theories related to financing,
- bank loans,
- financing obtained through SME promotion programs,
- venture capital funds,
- as well as their application in student projects.

For each of these funding methods, the module will cover both theoretical and practical aspects. This means that students will not only learn about the concept and theory behind each method, but will also have the opportunity to put their knowledge into practice.

By understanding the various funding methods and their advantages and disadvantages, students will be able to make informed decisions about which methods are best suited to their specific projects. Additionally, by developing 21st century skills such as critical thinking, problem solving and communication, students will be better prepared for success in the modern business world.

UNIT 8.1:
FINANCING METHODS

Theoretical background-
UNDERSTANDING FINANCIAL METHODS

OBJECTIVE: To introduce high school students to the basic concepts of finance and various financial methods.

INTRODUCTION (5 minutes):

Ask the students what they think of when they hear the word "finance."
Write down their responses on the board and discuss the different aspects of finance.
Explain that finance encompasses the study of money management and how individuals and businesses raise, allocate, and use financial resources.
Emphasize that understanding finance is an important life skill that helps individuals make informed decisions about their personal and professional finances.

KEY CONCEPTS (20 minutes):
Explain the following key concepts of finance:
Gains and losses: The difference between the amount of money received and the amount of money spent.
Management: The process of overseeing and organizing the use of financial resources.
Banking activities: The operations of financial institutions such as banks, credit unions, and savings and loans associations.
Credit: The ability to borrow money, often with interest.
Investments: The allocation of money into various financial instruments, such as stocks or bonds, with the expectation of earning a return.
Assets: Anything of value that is owned.
Liabilities: Debts or obligations that must be paid.

Discuss each concept with the students and provide real-life examples to help them understand the concepts better.
Use handouts to reinforce the key concepts and make sure the students understand the basic principles of finance.

UNIT 8.1:
FINANCING METHODS

Theoretical background-
UNDERSTANDING FINANCIAL METHODS

FINANCIAL METHODS (20 minutes):

Explain the following financial methods:

Bank credit: The ability to borrow money from a bank, often with interest.

SME promotion programs: Government-sponsored programs that provide funding for small and medium-sized enterprises.

Venture capital funds: Investment funds that provide financing for early-stage startups.

Discuss the pros and cons of each financial method and provide real-life examples of how they are used.

Emphasize that different financial methods may be more appropriate for different types of projects and individuals, depending on their financial goals and risk tolerance.

CONCLUSION (5 minutes):

Summarize the key concepts and financial methods discussed in the lesson. Emphasize the importance of understanding finance and the various financial methods for making informed decisions about personal and professional finances.

Encourage students to continue learning about finance and to ask questions if they have any.

ASSESSMENT:

Formative assessment can be done through class discussions, group work, and question and answer sessions during the lesson.

Summative assessment can be done through a written test or quiz at the end of the lesson to assess the students' understanding of the key concepts and financial methods.

KEY CONCEPTS: Financial management, Gains and losses, Banking activities, Credit, Investments, Assets, Liabilities, Corporate finance, Personal finance, Public finance, Stock market, Investors, Credit cards, Personal loans, Mortgages, Banking, Taxation, Budgeting, Public services, Infrastructure, Government financing, Borrowing funds.

MATERIALS NEEDED: Whiteboard, markers, handouts with key concepts and examples.

TIME NEEDED: 45 minute

UNIT 8.1:
FINANCING METHODS

Exercises
UNDERSTANDING FINANCIAL METHODS

Divide the class into small groups of 3-4 students. Working time 10-15 minutes Provide each group with a scenario and ask them to determine the best financial method for that scenario.

Scenario 1: A small business owner wants to expand their business but doesn't have the funds to do so. They want to keep their business debt-free and have a steady income.

Scenario 2: A young couple wants to buy a home but they don't have enough money saved. They want to keep their monthly payments low and have a fixed interest rate.

Scenario 3: An entrepreneur has a new product idea that they believe will be successful. They want to raise funds quickly and retain control over their business.

Have each group present their solution and reasoning to the class.Discuss as a class the different financial methods that were proposed and the pros and cons of each method.

Conclude the lesson by summarizing the key concepts and emphasizing the importance of understanding financial methods in making informed decisions.

Assessment: Evaluate the groups' presentations and their understanding of the financial methods presented. Provide feedback and ask questions to encourage further discussions and learning.

UNIT 8.1:
FINANCING METHODS

Exercises
UNDERSTANDING FINANCIAL METHODS

Possible SOLUTIONS

For Scenario 1, the best financial method would likely be a business loan from a bank. A loan would provide the necessary funds for expansion without giving up ownership or equity in the business. The business owner can also negotiate terms for a loan that align with their goal of keeping their business debt-free and with a steady income.

For Scenario 2, the best financial method would likely be a mortgage loan. A mortgage loan would provide the necessary funds for the couple to buy a home, and the terms can be negotiated to keep the monthly payments low and with a fixed interest rate.

For Scenario 3, the best financial method could be crowdfunding or seeking venture capital investment. Crowdfunding allows the entrepreneur to raise funds quickly through small contributions from a large number of individuals, while venture capital investment provides funding from a single, large investor in exchange for a percentage of ownership in the company. Both options allow the entrepreneur to retain control over their business while obtaining the necessary funds to start and grow their product idea.

UNIT 8.1:
FINANCING METHODS

Summative assessment through QUIZ on financial methods:

1. What is the main goal of corporate finance?
a. To manage personal finances
b. To manage the finances of a corporation
c. To manage the finances of the government
d. To manage the finances of a bank

2. What is the main goal of personal finance?
a. To manage the finances of a corporation
b. To manage personal finances
c. To manage the finances of the government
d. To manage the finances of a bank

3. Which financial method is best for a small business owner looking to expand their business while keeping it debt-free and having a steady income?
a. Bank credit
b. Venture capital funds
c. Funding obtained through SME promotion programs
d. Personal loan

4. Which financial method is best for a young couple looking to buy a home with a low monthly payment and fixed interest rate?
a. Bank credit
b. Venture capital funds
c. Mortgage
d. Personal loan

5. Which financial method is best for an entrepreneur looking to quickly raise funds for a new product idea and retain control over their business?
a. Bank credit
b. Venture capital funds
c. Funding obtained through SME promotion programs
d. Personal loan

Answer key: 1-b, 2-b, 3-c, 4-c, 5-b

UNIT 8.2:
BANK CREDIT

UNDERSTANDING BANK CREDIT
Theory and practice

OBJECTIVE:
-To understand the concept of bank credit
-To learn about the different types of bank credit
-To understand the process of obtaining a loan from a bank
-To learn about the benefits and drawbacks of using bank credit

INTRODUCTION (5 minutes):
Start by asking the students what they know about bank credit and what they think it entails.
Write their answers on the board and then provide a definition of bank credit and how it works. Explain that in this lesson, they will learn about the different types of bank credit and how to obtain a loan from a bank.

TYPES OF BANK CREDIT (10 minutes):
Present a handout or presentation that explains the different types of bank credit, including
 - secured and unsecured loans,
- lines of credit,
- overdraft facilities.
Use the whiteboard or chalkboard to highlight the key points and provide examples for each type of credit.Encourage the students to ask questions and discuss their thoughts on the different types of bank credit.

OBTAINING A LOAN FROM A BANK (15 minutes):
Explain the process of obtaining a loan from a bank, including the
- application process,
- credit checks, and
- loan approvals.
Provide a handout or presentation that outlines the steps involved in obtaining a loan from a bank.Emphasize the importance of having a strong business plan and good credit history when applying for a loan.Encourage the students to ask questions and discuss their thoughts on the loan application process.

UNIT 8.2:
BANK CREDIT

UNDERSTANDING BANK CREDIT
Theory and practice

BENEFITS AND DRAWBACKS OF BANK CREDIT (10 minutes):
Discuss the benefits of using bank credit, including
- **access to funds,**
- **lower interest rates,**
- **improved credit history.**
Discuss the drawbacks of using bank credit, including potential debt and interest charges.Emphasize the importance of careful consideration and planning before taking out a loan from a bank.

CONCLUSION (5 minutes):
Summarize the key points of the lesson, including the different types of bank credit, the process of obtaining a loan from a bank, and the benefits and drawbacks of using bank credit.Encourage the students to think about how they would use bank credit in their own businesses or personal finances.

Assign homework that involves researching a specific type of bank credit and preparing a short presentation on their findings.

Assessment:
Observe the students during class to see if they are engaging in discussions and participating in the activities.Evaluate the homework presentations to see if the students have a good understanding of the topic.Provide written feedback on the presentations, focusing on the students' understanding of the topic, clarity, and presentation skills.

KEY CONCEPTS: **Financing, Loan, Interest rate, Repayment, Credit score, Underwriting, Approval process**

MATERIALS NEEDED Whiteboard or chalkboard, Markers or chalk, Handouts or presentations, White paper and pens for the students

TIME NEEDED: 45 minutes

UNIT 8.2:
BANK CREDIT

UNDERSTANDING BANK CREDIT
Exercises

Have the students create a budget and plan for repaying a loan, incorporating the concept of interest and debt repayment.

TIP for create a budget and plan for repaying a loan.

To create a budget and plan for repaying a loan, you should follow the following steps:

1.   Determine the loan amount: Know the exact amount you need to borrow and the terms of the loan, including the interest rate and repayment period.
2.   Determine your monthly income: Calculate your monthly income, including your salary and any other sources of income.
3.   Calculate your monthly expenses: Make a list of all your monthly expenses, including rent or mortgage payments, utilities, food, transportation, and entertainment.
4.   Determine your monthly budget: Subtract your monthly expenses from your monthly income to determine your monthly budget.
5.   Establish a repayment plan: Determine the amount of money you can afford to repay each month, taking into account the interest rate and loan repayment period.
6.   Create a budget for loan repayment: Allocate a portion of your monthly budget for loan repayment, and make sure to stick to this budget.
7.   Consider additional expenses: Take into account any unexpected expenses that may arise, such as medical bills or car repairs, and factor these into your budget.
8.   Review your budget regularly: Review your budget regularly to ensure that you are staying on track with your loan repayment plan.

By following these steps, you can create a budget and plan for repaying a loan that is realistic and achievable, helping you to successfully repay your loan on time.

UNIT 8.3:
FUNDING OBTAINED THROUGH SME

Promotion programs - Theory and practice

OBJECTIVES:
-To familiarize students with the concept of SME promotion programs and their purpose
-To understand the eligibility criteria and the process of obtaining funding through SME promotion programs
-To evaluate the advantages and disadvantages of this type of funding
-To learn how to develop a plan for securing funding through SME promotion programs

INTRODUCTION (5 minutes):
Start by asking the students about their knowledge of small and medium-sized enterprises (SMEs) and their role in the economy.Explain that SME promotion programs are government initiatives aimed at providing financial and non-financial support to SMEs to help them grow and become more competitive.

KEY CONCEPTS (10 minutes):
Write the key concepts on the whiteboard and explain each one in detail:
-What are SME promotion programs?
-Who is eligible for funding through SME promotion programs?
-What types of support are provided?
-How to apply for funding through SME promotion programs?
-What are the advantages and disadvantages of this type of funding?

GROUP DISCUSSION (15 minutes):
Divide the students into groups of three to four and distribute the handout with questions for discussion.Encourage the students to discuss the questions and share their thoughts and ideas with each other.After the discussion, ask each group to present their key findings to the class.

UNIT 8.3:
FUNDING OBTAINED THROUGH SME

Promotion programs - Theory and practice

ONLINE RESEARCH (10 minutes):
Provide students with access to laptops or computers and ask them to search for SME promotion programs in their country or region.
Encourage them to compare the different programs, taking into consideration the eligibility criteria, the types of support provided, and the application process.

CONCLUSION (5 minutes):
Summarize the key concepts covered in the lesson and emphasize the importance of SME promotion programs in supporting the growth and competitiveness of small and medium-sized enterprises.Encourage students to think about how they can apply the information they have learned to their future careers or businesses.

ASSESSMENT:
The students' participation in the group discussion and presentation will be evaluated.
A written assignment could also be given, asking students to develop a budget and plan for securing funding through an SME promotion program of their choice.

KEY CONCEPTS: **SME (Small and Medium Enterprises), Funding, Promotion Programs, Entrepreneurship, Business Financing, Grant Funding, Loan Funding, Government Support, Business Development, Business Growth.**

MATERIALS NEEDED Whiteboard and markers, Handout with key concepts and questions for discussion, Laptops or computers for online research

TIME NEEDED: 45 minutes

UNIT 8.3:
FUNDING OBTAINED THROUGH SME

Tips

Here are a few tips for developing a budget and plan for securing funding through an SME promotion program:

1.Research: Research various SME promotion programs available in your area to determine which program is the best fit for your business. Look at the eligibility criteria, application process, and funding amount available.

2.Define your goals: Clearly define your business goals and how the funding will help you achieve them. This will help you determine the amount of funding you need and the type of funding you want to apply for.

3.Create a budget: Create a detailed budget that includes all of your business expenses, including salaries, rent, utilities, marketing, and other costs. This will help you understand your financial needs and determine how much funding you require.

4.Plan for repayment: Develop a plan for repaying the loan or grant you receive. This will include the repayment terms and how you will repay the loan over time.

5.Prepare a business plan: Prepare a detailed business plan that includes information on your business, your products or services, your target market, and your competition. The plan should also include a marketing and sales strategy, as well as a financial plan that includes projected revenue and expenses.

6.Seek advice: Consult with a financial advisor or business mentor to get advice on how to secure funding and manage the repayment process. They can help you understand the funding requirements and assist you in developing a budget and plan for securing funding.

7.Stay organized: Keep all of your documents and records organized and up-to-date. This will help you stay on top of the application process and ensure that you have all of the necessary information when you apply for funding.

UNIT 8.4:
VENTURE CAPITAL FUNDS

Theory and practice

OBJECTIVE: Students will understand what venture capital funds are, how they work, and the advantages and disadvantages of using them as a financing option.

INTRODUCTION (5 minutes):
Ask students if they have heard of venture capital funds before.
Write the definition on the whiteboard: "Venture capital funds are investment funds that provide capital to startups and early-stage companies in exchange for an ownership stake."
Ask students to brainstorm a list of the types of companies that might seek funding from venture capital funds.

LECTURE AND DISCUSSION (15 minutes):
Discuss the process of obtaining funding from a venture capital fund. Explain that companies typically need to have a product or service that is already in the market and generating revenue.
Discuss the typical terms of a venture capital investment, including the amount of ownership the investor will receive in exchange for their investment and the length of time the investment will be held.
Discuss the advantages and disadvantages of using venture capital funds as a financing option. Advantages might include access to capital, connections and expertise from investors, and a longer runway for growth. Disadvantages might include giving up a significant portion of ownership, having to comply with the expectations of investors, and having to pay back the investment with interest.

EXERCISE (10 minutes):
Divide students into small groups.
Provide each group with a case study of a company that is seeking funding from a venture capital fund.Have each group analyze the case study and decide whether or not they think it would be a good investment for the venture capital fund.Have each group present their analysis and reasoning to the class.

UNIT 8.4:
VENTURE CAPITAL FUNDS

Theory and practice

CONCLUSION (5 minutes):
Review the key points of the lesson, including the definition of venture capital funds, the process of obtaining funding, and the advantages and disadvantages.
Ask students if they have any further questions or if there is anything they would like to add.
Remind students that there are many different financing options available and that it's important to consider the specific needs and goals of each business when deciding on the best option.

ASSESSMENT: Observe and evaluate students' participation in the exercise and their understanding of the key concepts discussed during the lesson. Provide written or verbal feedback to each student to help them improve for future lessons.

KEY CONCEPTS: **start-ups, investment, risk, return, equity, due diligence, valuation, pitch, portfolio, exit strategy**

MATERIALS NEEDED Whiteboard, markers, handouts

TIME NEEDED: 45 minutes

UNIT 8.4:
VENTURE CAPITAL FUNDS

Sample

Here's a sample case study that can be used in a lesson on Venture Capital Funds:

Case Study: "Green Energy Solutions"

Green Energy Solutions is a start-up company that has developed a new, more efficient wind turbine. The company has been in operation for two years and has already received seed funding from family and friends, but they now need additional capital to grow their business. Green Energy Solutions has approached several venture capital funds, but none have shown interest yet.

Questions for the students:

1. What factors do you think venture capital funds consider when deciding whether to invest in a company?
2. How can Green Energy Solutions improve their chances of securing funding from a venture capital fund?
3. What types of information would you need to assess the viability of Green Energy Solutions as an investment opportunity?
4. How could Green Energy Solutions use the capital they raise from a venture capital fund to grow their business?
5. What risks and rewards might be associated with investing in Green Energy Solutions?

By working through these questions, students will have the opportunity to understand what venture capital funds are looking for in a potential investment, and what a company can do to increase its chances of securing funding. They will also have the opportunity to analyze the financial viability of a company and understand the risks and rewards involved in venture capital investments.

UNIT 8.4:
VENTURE CAPITAL FUNDS

Possible SOLUTION

Here is a possible solution for a case study on Green Energy Solution:

1.   Green Energy Solution is a startup company that is seeking funding from a venture capital fund to develop their new renewable energy technology. The technology will allow for more efficient and cost-effective production of renewable energy.

2.   The company's goal is to increase the adoption of renewable energy by making it more accessible and affordable. They believe their technology will revolutionize the energy industry and make a significant impact on reducing greenhouse gas emissions.

3.   To secure funding from a venture capital fund, Green Energy Solution must present a solid business plan and demonstrate their potential for success. Here are some steps they can take to develop their budget and plan:

4.   Conduct a market research: The first step is to research the energy industry and the demand for renewable energy solutions. This will help Green Energy Solution to determine their target market, competition, and the potential for growth in the industry.

5.   Develop a detailed business plan: The next step is to create a detailed business plan that outlines the company's goals, target market, competition, financial projections, and marketing strategy. This will provide a clear picture of the company's goals and the steps they will take to achieve them.

6.   Build a strong team: The company must assemble a strong and experienced team of experts in the energy industry, technology, and finance. This team will be critical to the success of the company and will help to demonstrate their commitment to the project.

7.   Prepare a budget and financial projections: Green Energy Solution must prepare a budget that outlines the costs associated with developing and commercializing their technology. They must also provide financial projections that demonstrate the potential for success and profitability.

8.   Present the plan to potential investors: Finally, Green Energy Solution must present their business plan and budget to potential investors, including venture capital funds. They must be able to articulate the potential for success, the market demand for their product, and the impact their technology will have on the energy industry.

By following these steps, Green Energy Solution can increase their chances of securing funding from a venture capital fund and achieve their goal of developing their renewable energy technology.

UNIT 8.5:
THE BEST FINANCIAL METHOD

for my project

OBJECTIVE: To understand and analyze the different financial methods available for a project and to determine the best method based on specific project needs.

INTRODUCTION(5 minutes):
Before starting a project, it is important to determine the best financial method to ensure its success. There are several financial methods available, including bank credit, SME promotion programs, venture capital funds, and others. In this lesson, we will explore these methods and learn how to analyze them to determine the best financial method for a specific project.

INSTRUCTION(10 minutes):
Discuss the different financial methods available for a project.
-Bank credit
-SME promotion programs
-Venture capital funds
-Grants and subsidies
-Crowdfunding

Discuss the **advantages** and **disadvantages** of each financial method.
1. **Bank credit:** Advantages - accessible, flexible, low-interest rates. Disadvantages - lengthy application process, strict eligibility criteria, collateral required.
2. **SME promotion programs:** Advantages - government support, financial incentives, business development services. Disadvantages - complex application process, specific eligibility criteria, limited funding options.
3. **Venture capital funds:** Advantages - large amounts of funding, strategic guidance, potential for equity. Disadvantages - loss of control, high risk, high reward.
4. **Grants and subsidies:** Advantages - financial support, no repayment required. Disadvantages - limited funding options, strict eligibility criteria, complex application process.
5. **Crowdfunding:** Advantages - accessible, low barriers to entry, high public visibility. Disadvantages - limited funding options, low success rates, no equity.

UNIT 8.5:
THE BEST FINANCIAL METHOD

for my project

ANALYZE A CASE STUDY OF A COMPANY SEEKING FUNDING (25 minutes):
Discuss the specific needs and goals of the company. Analyze the different financial methods available to the company. Determine the best financial method based on the company's needs and goals. Group discussion and analysis of different case studies. Provide each group with a case study and group discussion prompts. Encourage group members to analyze the different financial methods available and determine the best method for the specific project. After discussion, have each group present their findings to the class.

CONCLUSION (5 minutes):
In conclusion, determining the best financial method for a project is an important step in ensuring its success. It is important to understand the different financial methods available and analyze them based on specific project needs. By analyzing case studies and discussing the advantages and disadvantages of each method, students will have a better understanding of how to determine the best financial method for a project.

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KEY CONCEPTS: **Project analysis, Budgeting, Funding sources, Debt vs equity financing, Investment options, Risk assessment, Financial planning, Cost-benefit analysis, Cash flow management, Return on investment (ROI), Funding options and terms, Business plan development, Financial modeling and forecasting.**

MATERIALS NEEDED Whiteboard, markers, handouts, case studies, group discussion prompts.

TIME NEEDED: 45 minutes

UNIT 8.5:
THE BEST FINANCIAL METHOD

STEP-BY-STEP GUIDE

To analyze a case study of a company seeking funding, you will need to gather information about the company and its financial situation, research potential funding sources, and evaluate the best financial method for their specific needs.

Here is a step-by-step guide to analyzing a case study:

1.   Gather Information: Begin by collecting data on the company, such as its history, products or services, competition, target market, and current financial situation. This information will help you to better understand the company and the funding it needs.
2.   Identify Funding Needs: Determine the amount of funding the company needs, and what it will be used for. Consider the company's short-term and long-term goals, and the resources it will require to reach them.
3.   Research Funding Sources: Research different types of funding options available, such as debt financing, equity financing, grants, and loans. Consider the pros and cons of each option, and the requirements and restrictions that come with each.
4.   Evaluate the Best Financial Method: Based on the company's specific needs, goals, and financial situation, evaluate the best financial method for their situation. Consider factors such as cost, flexibility, control, and impact on the company's balance sheet.
5.   Develop a Budget and Repayment Plan: Develop a budget for the funding, taking into account the costs of acquiring the funding and the impact it will have on the company's financials. Also, create a plan for repaying the funding, taking into account the terms and conditions of the financing method.
6.   Present the Analysis: Present your findings and recommendations to the company, explaining why the chosen financial method is the best option and how it will help the company reach its goals.

By following these steps, you will be able to analyze a case study of a company seeking funding and determine the best financial method for their situation.

UNIT 8.5:
THE BEST FINANCIAL METHOD

EXAMPLE - Case Study: ABC Inc.

ABC Inc. is a startup company that specializes in developing and manufacturing sustainable energy solutions, such as solar panels and wind turbines. The company has been in business for 2 years and has already secured some funding through angel investors. However, they need additional funding to scale their business and increase their production capacity.

The management team of ABC Inc. has decided to seek funding from a venture capital fund. They have identified a venture capital fund that specializes in investing in renewable energy companies and have approached them with their proposal. The company has provided the following information to the venture capital fund:

1.   Market Analysis: The management team has conducted a market analysis and has identified a growing demand for sustainable energy solutions, especially in developing countries. They have also highlighted the increasing competition in this sector and have discussed the strategies they have in place to differentiate their products and services from the competition.

2.   Financial Projections: The management team has provided detailed financial projections for the next 5 years. The projections show a steady growth in revenue and a significant increase in the company's production capacity. They have also provided a detailed breakdown of their costs and expenses and have explained their plans to reduce these costs over time.

3.   Management Team: The management team of ABC Inc. has highlighted their expertise and experience in the renewable energy sector. They have provided a detailed background of each team member and have discussed their relevant qualifications and experience.

UNIT 8.5:
THE BEST FINANCIAL METHOD

EXAMPLE - Case Study: ABC Inc.

4.   Business Model: The management team has discussed their business model and have explained how they plan to generate revenue and profitability. They have also discussed their plans to expand into new markets and increase their customer base.

5.   Exit Strategy: The management team has discussed their exit strategy, which is to either go public or to sell the company to a larger player in the renewable energy sector. They have explained how they plan to achieve this exit strategy and have discussed the potential return on investment for the venture capital fund.

The venture capital fund has reviewed the proposal from ABC Inc. and has conducted due diligence to assess the viability of the company. They have also held discussions with the management team to understand their plans and strategies in more detail. After considering all of the information, the venture capital fund has decided to invest in ABC Inc. and provide the required funding to help the company scale its business and increase its production capacity.

This is an example of how a company can secure funding from a venture capital fund. The key elements of the case study include a market analysis, financial projections, a strong management team, a clear business model, and an exit strategy. These elements help the venture capital fund to assess the viability of the company and make an informed decision on whether to invest in the company.

MODULE SUMMARY

Aim: This module guides students in selecting the right funding sources for their projects. It covers various financing methods and helps students choose the best option. Additionally, it fosters 21st-century skills.

Topics & Learning Outcomes:

1. Financing Methods (Theory): Familiarizes students with different financing options and how to choose the most suitable one for their project.
2. Bank Credit (Theory and Practice): Teaches students about bank credit as a financing method and how to evaluate its suitability for their projects.
3. Funding through SME Promotion Programs (Theory and Practice): Introduces students to financing obtained through SME promotion programs and guides them in assessing its relevance for their projects.

5. Venture Capital Funds (Theory and Practice): Provides insight into venture capital funds as a financing option and teaches students how to analyze its applicability for their projects.
6. Choosing the Best Financial Method: Develops 21st-century skills vital for success in higher education, the workforce, and adult life

Upon completion, students will be equipped to make informed decisions about project funding, and have acquired valuable skills for their future endeavors.

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